▶ **for** Kindergarten to Grade 9

Health
and **Life**
Skills

Alberta
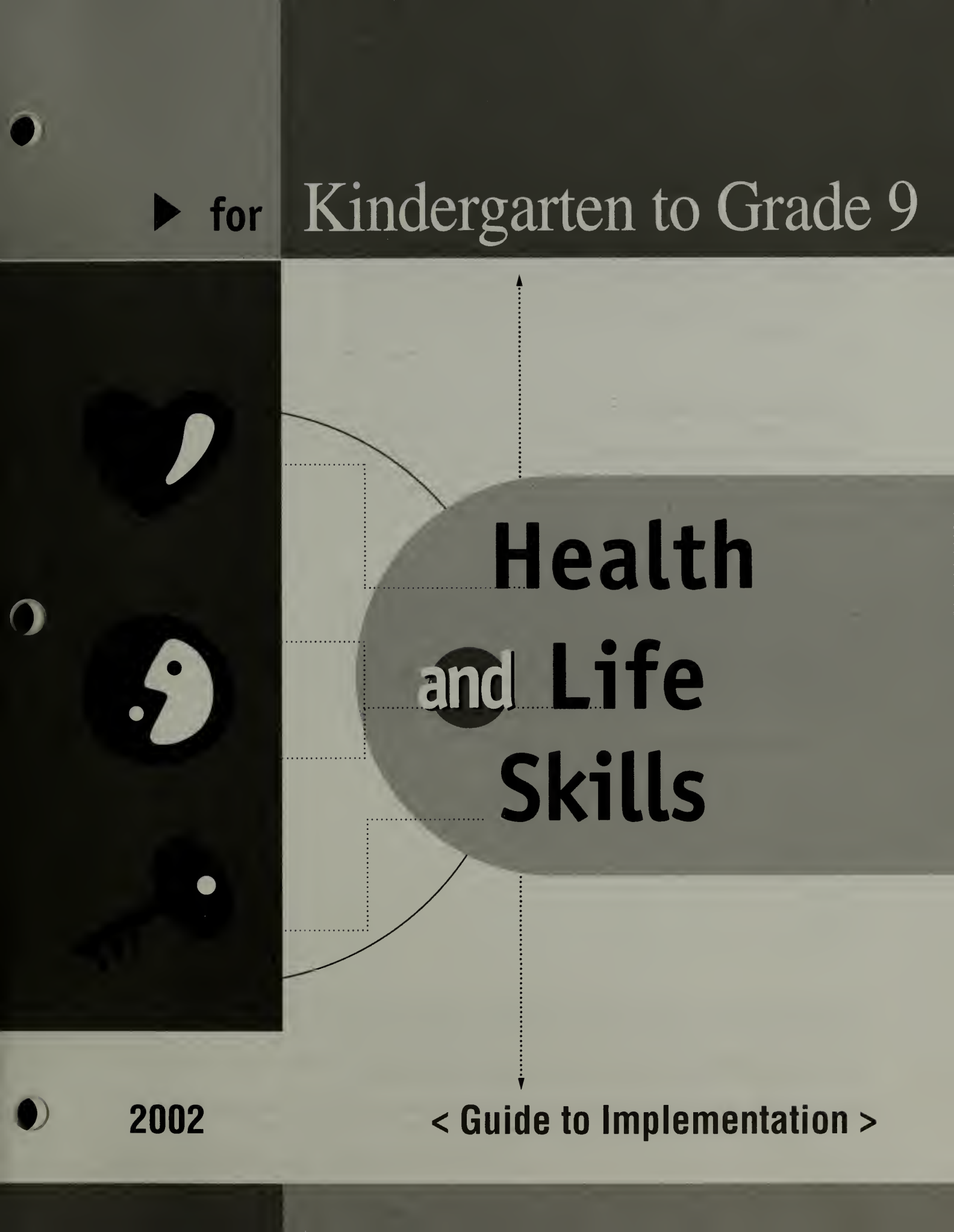LEARNING
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▶ for Kindergarten to Grade 9

Health
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Several Web sites are listed in this guide. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

The primary intended audience for this document is:

Administrators	✓
Counsellors	
General Audience	
School Councils	
Parents	
Students	
Teachers	✓

Preface

The *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* is intended to assist teachers with implementation of the prescribed outcomes in the Program of Studies for Health and Life Skills, Kindergarten to Grade 9 (2002). The goal of this program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others. This K–9 program of studies (2002) replaces the Elementary Health (1989), and the Junior High Health and Personal Life Skills (1987) programs of study.

This guide to implementation is available for viewing and downloading through the Alberta Learning Web site at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp. Print copies are also available for purchase in unbound form and three-hole punched from the Learning Resources Centre (LRC). The LRC Web site is at www.lrc.learning.gov.ab.ca.

This *Guide to Implementation* is a support document. The advice and direction offered are suggestions only except where they duplicate or paraphrase the contents of the program of studies. The prescriptive statements or segments in this document are shaded for easy reference.

Acknowledgements

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PROGRAM RATIONALE AND PHILOSOPHY

Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to:

- make effective personal decisions for current and future issues and challenges
- plan and set goals
- employ critical reflection
- cope with change and transition
- manage stress
- analyze and manage career and health-related information
- recognize and expand personal skills
- recognize, explore and expand career opportunities and options
- explore service learning/volunteerism
- commit to lifelong learning.

The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community

environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

Comprehensive School Health

This health and life skills program of studies provides a basis for instruction in schools. To achieve overall health goals for students, curriculum connections between services and resources within the school and wider community are needed. A comprehensive school health approach is desirable.

A comprehensive school health model incorporates:

- health and physical education instruction that promotes improved commitment to healthy choices and behaviours
- health and community services that focus on health promotion and provision of appropriate services to students who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school staff.

The health of students is viewed as an integral component of a larger system of health within the home, school and community environment. It involves the establishment of collaborative partnerships among students, parents, educators, health care professionals and other community supports to address social and environmental factors that influence and determine optimal health.

Responsible, Healthy Choices

To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home,

school, peers, the community and the media. The health and life skills program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information. Students research, evaluate and synthesize information in an effort to understand health issues and to apply the learning to current and future personal situations.

Choices, as evidenced by related behaviour, are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.

In the health and life skills program, students develop decision-making skills that build resiliency and self-efficacy, help expand strategies for coping, and support informed personal health practices. Students develop personal responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.

Students focus on personal and collective safety, as well as injury prevention. Outcomes related to safety and injury prevention promote strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviours that may be injurious to their health. They also learn strategies to use in unsafe situations.

Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding that, in addition to the effect of their individual behaviours on their health status, there are social and environmental factors that are beyond their immediate control, which also have a significant impact on their health.

In an environment of acceptance, understanding, respect and caring, students in the health and life skills program can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness

of self and others in our global society. This program emphasizes healthy interactions and values, such as integrity, honesty and trust that underlie safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups. Such skills include conflict management, consensus building, negotiation and mediation.

Students examine the various sources of stress in relationships, which include behaviour-related factors and those due to natural life cycle changes and transitions. They learn strategies to deal with unhealthy relationships, as well as traumatic events. Throughout the program, students build and expand upon safe and supportive networks for self and others that link the home, school and community.

Students also develop the skills of goal setting, prioritizing and balancing various roles and life/work priorities. As students develop decision-making skills, they begin to realize that the locus of control, or their ability to influence or control many outcomes and results, is within their own power.

Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens. Students gain confidence and a sense of commitment to family, school and community through opportunities for participation in cross-age interactions, volunteerism and meaningful involvement in a variety of activities.

Beginning in the early school years, students develop personal and group skills. These are reinforced as the program expands to include practical skills directly related to further education, job seeking and career path exploration. Skills related to the management of personal resources, such as time, energy,

creativity, money and personal property, are essential elements that build personal capacity and lead toward future career productivity.

Students build upon the knowledge, skills and attitudes required to recognize opportunities, critically evaluate options and expand career strategies to meet current and future challenges.

Human Sexuality Education

Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. All human sexuality outcomes have been **boldfaced** and *italicized* to assist in identification of these outcomes.

Parents will retain the right to exempt their child from school instruction in human sexuality education.

Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.

GENERAL OUTCOMES

Three general outcomes serve as the foundation for the Health and Life Skills Kindergarten to Grade 9 Program of Studies.

Wellness Choices
- *Students will* make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices
- *Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices
- *Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health, and they demonstrate caring for others.

SPECIFIC OUTCOMES

Each general outcome includes specific outcomes that students will achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

Life skills are not learned in isolation. Students learn the importance of developing and maintaining support networks among family, peers and the community, and seeking reliable sources of information to assist self and others in making decisions, practising skills and managing challenges and opportunities.

Students experience and develop an internal locus of control through activities that empower them to make decisions. Through decision-making processes they choose their responses, anticipate consequences and learn to accept responsibility for the results, which establishes the basis for proactive choices and behaviours.

EXAMPLES

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but are provided as context for teaching.

WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others begins in the early grades and continues throughout the program, with a strong emphasis on the practice of behaviours leading to safety in the home, school and community.

Students address the physical, emotional and mental dimensions of safety as the program expands to include such negative behaviours as bullying and harassment. They identify appropriate safety behaviours to respond to potential risks. Specific practices for injury prevention are included throughout. Safety is enhanced through the development of skills, qualities and attitudes leading to assertiveness and respect for self and others.

In middle and later years, emphasis shifts to an application of knowledge and the development of proactive strategies for personal health choices, resiliency, illness prevention and promoting health throughout the life cycle.

Students consider positive characteristics of healthy lifestyles, and give attention to the values that underlie individual choice and personal responsibility for the consequences of behaviours in the decision-making process. This process provides a basis for personal decision making regarding smoking, substance abuse, impairment, injury and abuse prevention, and other personal choice issues, such as sexual involvement. Sources of support to help students make healthy choices are identified throughout.

Human sexuality specific outcomes begin in Grade 4 and are **boldfaced** and *italicized* for easy identification.

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

PERSONAL HEALTH

	Kindergarten *Students will:*		**Grade 1**		**Grade 2**		**Grade 3**
W–K.1	describe ways, and make choices, to be physically active daily	W–1.1	describe the health benefits of physical activity	W–2.1	describe the effects of combining healthy eating and physical activity	W–3.1	analyze the factors that affect choices for physical activity; e.g., the impact of technology/media
W–K.2	identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions	W–1.2	demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene	W–2.2	examine the need for positive health habits; e.g., adequate sleep, sun protection	W–3.2	improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture
W–K.3	identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape	W–1.3	identify the specific physical changes that occur during early childhood; e.g., dental changes	W–2.3	demonstrate appreciation for own body; e.g., make positive statements about activities one can do	W–3.3	examine that individuals grow through similar stages of development at different rates and at different times
W–K.4	identify external body parts, and describe the function of each	W–1.4	identify physical characteristics that make themselves both similar to and different from others	W–2.4	describe personal body image	W–3.4	recognize factors that influence unique body characteristics; e.g., genetics, body type, environment
W–K.5	recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks	W–1.5	recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	W–2.5	classify foods according to *Canada's Food Guide to Healthy Eating*, and apply knowledge of food groups to plan for appropriate snacks and meals	W–3.5	apply guidelines from *Canada's Food Guide to Healthy Eating* to individual nutritional circumstances; e.g., active children eat/drink more
W–K.6	recognize that some household substances may be harmful; e.g., medication, household products	W–1.6	determine safe and responsible use of various household/garage substances	W–2.6	determine safe and responsible use of medications	W–3.6	describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

Home, school and community partnerships are critical to the delivery of this program of studies.

PERSONAL HEALTH

	Grade 4		Grade 5		Grade 6
Students will:					
W–4.1	explore the connections among physical activity, emotional wellness and social wellness	W–5.1	examine the impact of physical activity, nutrition, rest and immunization on the immune system	W–6.1	evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
W–4.2	examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat	W–5.2	assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath	W–6.2	determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss
W–4.3	*describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods*	W–5.3	*identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception*	W–6.3	*identify and describe the stages and factors that can affect human development from conception through birth*
W–4.4	examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry	W–5.4	examine the impact that changes in interests, abilities and activities may have on body image	W–6.4	examine how health habits/behaviours influence body image and feelings of self-worth
W–4.5	analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins	W–5.5	examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes	W–6.5	analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants
W–4.6	examine and evaluate the health risks associated with smoking and various forms of tobacco	W–5.6	examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social	W–6.6	*examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active*

Home, school and community partnerships are critical to the delivery of this program of studies.

Please note that boldfaced and *italicized* outcomes contain topics related to human sexuality
and that parents reserve the right to exempt their children from this instruction.

WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

PERSONAL HEALTH

	Grade 7		Grade 8		Grade 9
Students will:					
W–7.1	compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	W–8.1	examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	W–9.1	use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
W–7.2	examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices	W–8.2	analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	W–9.2	analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
W–7.3	*examine the human reproductive process, and recognize misunderstandings associated with sexual development*	W–8.3	*recognize and accept that individuals experience different rates of physical, emotional, sexual and social development*	W–9.3	*apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk*
W–7.4	analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	W–8.4	develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	W–9.4	analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
W–7.5	relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity	W–8.5	evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	W–9.5	develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
W–7.6	analyze social factors that may influence avoidance and/or use of particular substances	W–8.6	analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	W–9.6	analyze addictions; e.g., stages, kinds, and resources available to treat addictions

Home, school and community partnerships are critical to the delivery of this program of studies.

Please note that boldfaced and *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Kindergarten *Students will:* *(continued from page 6)*	Grade 1	Grade 2	Grade 3
W–K.7 identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone	W–1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you	W–2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions	W–3.7 identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares
W–K.8 identify safety symbols; e.g., Block Parents, hazardous goods symbols	W–1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours	W–2.8 describe and apply communication safety behaviours at home; e.g., answering the door/telephone	W–3.8 employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food
W–K.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	W–1.9 describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist	W–2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates	W–3.9 describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront
W–K.10 describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information	W–1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911	W–2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours	W–3.10 describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person

Home, school and community partnerships are critical to the delivery of this program of studies.

WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Grade 4		Grade 5		Grade 6
Students will:				
(continued from page 7)				
W–4.7	describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies	W–5.7	identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture	W–6.7	identify and communicate values and beliefs that affect healthy choices
W–4.8	expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines	W–5.8	promote safety practices in the school and community	W–6.8	analyze how laws, regulations and rules contribute to health and safety practices
W–4.9	describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes	W–5.9	determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines	W–6.9	evaluate the impact of personal behaviour on the safety of self and others
W–4.10	describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely	W–5.10	describe and demonstrate ways to assist with injuries of others; e.g., basic first aid	W–6.10	demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/ abdominal thrust techniques

Home, school and community partnerships are critical to the delivery of this program of studies.

WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Grade 7	Grade 8	Grade 9
Students will:		
(continued from page 8)		
W–7.7 analyze the definition, effects and possible consequences of various forms of harassment	W–8.7 *determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse*	W–9.7 *evaluate implications and consequences of sexual assault on a victim and those associated with that victim*
W–7.8 analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety	W–8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights	W–9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
W–7.9 identify basic workplace safety procedures	W–8.9 describe rights and responsibilities of employers and employees in relation to workplace safety	W–9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
W–7.10 identify and examine potential sources of physical/emotional/social support	W–8.10 develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit	W–9.10 assess the quality and reliability of health information provided by different sources; e.g., on the Internet

(continued)

**Please note that boldfaced and *italicized* outcomes contain topics related to human sexuality
and that parents reserve the right to exempt their children from this instruction.**

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Grade 7	Grade 8	Grade 9
Students will: (continued)		
W–7.11 identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding	W–8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence	W–9.11 use personal resiliency skills; c.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
W–7.12 *identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture*	W–8.12 *identify and describe the responsibilities and consequences associated with involvement in a sexual relationship*	W–9.12 *determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly*
W–7.13 *examine the influences on personal decision making for responsible sexual behaviour*	W–8.13 *describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV*	W–9.13 *identify and describe the responsibilities and resources associated with pregnancy and parenting*
W–7.14 *examine abstinence and decisions to postpone sexual activity as healthy choices*	W–8.14 *identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills*	W–9.14 *develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour*

Home, school and community partnerships are critical to the delivery of this program of studies.

Please note that boldfaced and *italicized* outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Awareness of personal feelings, appropriate expression of feelings and the learning of a vocabulary to express feelings begins in Kindergarten. In later grades, students learn coping behaviours to deal with worries and fears. They learn about handling mood swings, persistent negative feelings and the symptoms of suicide, with emphasis on the value of seeking help and talking to others.

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. Interwoven throughout is the awareness that students are not alone. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles. They build a capacity to adapt and respond to the many aspects of change; e.g., family life cycle, school transitions, growth and development. As well, students develop and expand personal and community support networks for assistance in meeting the challenges of life.

Students learn to value the strengths and gifts of self and others. This knowledge is essential in order to build on team strengths and diversity to create opportunity for all members to make a valued contribution. Mutual support is reinforced as essential group skills are learned, such as conflict management, cooperation and effective decision-making skills. This leads to an understanding of group dynamics and skills for effective team membership.

Awareness of the uniqueness of self and others is fundamental. Concern for the welfare of others, not only for self, is an important aspect of healthy relationships. These strategies for managing relationships successfully are important life skills that are transferable to a variety of family, social and school/work settings.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Kindergarten *Students will:*	Grade 1	Grade 2	Grade 3
R–K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement	R–1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal	R–2.1 recognize that individuals make choices about how to express feelings; e.g., frustration	R–3.1 recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others
R–K.2 explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay	R–1.2 identify physiological responses to feelings; e.g., being sad can make you tired	R–2.2 become aware that the safe expression of feelings is healthy	R–3.2 demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings
R–K.3 identify situations where strong feelings could result	R–1.3 identify positive and negative feelings associated with stress/change	R–2.3 identify possible psychological and physiological responses to stress	R–3.3 develop, with guidance, strategies to deal with stress/ change
R–K.4 identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately	R–1.4 compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches	R–2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell	R–3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

Home, school and community partnerships are critical to the delivery of this program of studies.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Grade 4	Grade 5	Grade 6
Students will:		
R–4.1 recognize that individuals can have a positive and negative influence on the feelings of others	R–5.1 recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt	R–6.1 recognize that individuals can choose their own emotional reactions to events and thoughts
R–4.2 identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy	R–5.2 identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement	R–6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
R–4.3 recognize that management of positive/negative stress can affect health	R–5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress	R–6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
R–4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others	R–5.4 practise effective communication skills; e.g., active listening, perception checks	R–6.4 identify, analyze and develop strategies to overcome barriers to communication

Home, school and community partnerships are critical to the delivery of this program of studies.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Grade 7	Grade 8	Grade 9
Students will:		
R–7.1 analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism	R–8.1 describe characteristics of persistent negative feeling states; e.g., depression, mood disorders	R–9.1 identify appropriate strategies to foster positive feelings/ attitudes
R–7.2 analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals	R–8.2 describe signs associated with suicidal behaviour, and identify interventional strategies	R–9.2 analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
R–7.3 identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection	R–8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	R–9.3 analyze, evaluate and refine personal strategies for managing stress/crises
R–7.4 analyze and practise constructive feedback; e.g., giving and receiving	R–8.4 analyze the effects of self-concept on personal communication	R–9.4 analyze, evaluate and refine personal communication patterns

Home, school and community partnerships are critical to the delivery of this program of studies.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Kindergarten *Students will:* (continued from page 14)		Grade 1		Grade 2		Grade 3	
R–K.5	identify ways of making friends; e.g., introduce self, invite others to join activities	R–1.5	identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening	R–2.5	demonstrate ways to show appreciation to friends and others	R–3.5	develop strategies to build and enhance friendships
R–K.6	demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play	R–1.6	examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join	R–2.6	develop strategies to show respect for others; e.g., show interest when others express feelings, offer support	R–3.6	demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic
R–K.7	identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict	R–1.7	demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem	R–2.7	demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise	R–3.7	examine the effects of conflict on relationships

GROUP ROLES AND PROCESSES

Kindergarten *Students will:*		Grade 1		Grade 2		Grade 3	
R–K.8	demonstrate sharing behaviour; e.g., at home and in school	R–1.8	work cooperatively with a partner; e.g., take turns, respect space and property of others	R–2.8	recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer	R–3.8	develop skills to work cooperatively in a group
R–K.9	recognize that individuals are members of various and differing groups	R–1.9	recognize and accept individual differences within groups; e.g., one's own family	R–2.9	explain how groups can contribute to a safe and caring environment	R–3.9	encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings

Home, school and community partnerships are critical to the delivery of this program of studies.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Grade 4		Grade 5		Grade 6
Students will:				
(continued from page 15)				
R–4.5	identify changes that may occur in friendships, and explore strategies to deal with changes	R–5.5	identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss	R–6.5	develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
R–4.6	identify and describe ways to provide support to others; e.g., help a friend deal with loss	R–5.6	investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships	R–6.6	develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community
R–4.7	practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language	R–5.7	apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions	R–6.7	apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

GROUP ROLES AND PROCESSES

Grade 4		Grade 5		Grade 6
Students will:				
R–4.8	describe and accept roles and responsibilities within a group	R–5.8	develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations	R–6.8	analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community
R–4.9	assess how to act as important role models for others	R–5.9	explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members	R–6.9	make decisions cooperatively; e.g., apply a consensus-building process in group decision making

Home, school and community partnerships are critical to the delivery of this program of studies.

RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Grade 7	Grade 8	Grade 9
Students will:		
(continued from page 16)		
R–7.5 examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex	R–8.5 develop strategies for maintaining healthy relationships	R–9.5 describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
R–7.6 explore and evaluate the impact of media violence on relationships	R–8.6 describe and provide examples of ethical behaviour in relationships; e.g., integrity	R–9.6 model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
R–7.7 evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose	R–8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts	R–9.7 refine personal conflict management skills; e.g., negotiation, mediation strategies

GROUP ROLES AND PROCESSES

Grade 7	Grade 8	Grade 9
Students will:		
R–7.8 analyze the potential effects of belonging to a group, team, gang	R–8.8 describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team	R–9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
R–7.9 develop group goal-setting skills; e.g., collaboration	R–8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member	R–9.9 evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Students begin to develop practices, knowledge and skills related to career development in Kindergarten. They learn to respect the property of others and to understand the concepts of consequences and accountability. They grow to assume responsibility for choices related to their learning environment.

Learning strategies involve self-management. Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, money and personal property. Managing resources requires goal-setting skills.

Students in the upper grades learn about leadership and learning styles. They begin to appreciate that self-knowledge is basic to decisions made in leadership roles.

Specific, learning-related outcomes start by recognizing the strengths, interests, attributes and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong. Discovering a variety of ways to learn and contribute to the family, school, community and environment is an essential transferable skill to the world of work. This significant aspect of career development sets the stage for exploring career interests and choices.

As students progress through the grades they note changes in, and an expanding of, their interests and talents. They relate their strengths, skills and talents to potential career roles. An awareness of career possibilities increases as they use a variety of sources to explore career clusters and paths. Students consider factors that influence career selection, such as family, society and stereotyping. By Grade 9, students begin to develop résumé writing and job search skills.

Service learning is explored and experienced at each grade level. These experiences provide students with opportunities to learn, practise and refine skills while making meaningful contributions to their families, schools and communities.

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

	Kindergarten		Grade 1		Grade 2		Grade 3
Students will:							
L–K.1	select, engage in and complete some independent learning tasks; and seek assistance, as necessary	L–1.1	demonstrate independence in completing tasks and activities, when appropriate	L–2.1	demonstrate organizational skills; e.g., notebook organization, desk organization	L–3.1	develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety
L–K.2	demonstrate curiosity, interest and persistence in learning activities	L–1.2	explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching	L–2.2	identify personal behaviours that show readiness to learn	L–3.2	identify ways individuals learn in various environments
L–K.3	develop an awareness of situations where decisions are made	L–1.3	identify steps of a decision-making process for an age-appropriate issue	L–2.3	apply the decision-making process for age-appropriate issues	L–3.3	generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness
L–K.4	N/A	L–1.4	define a goal, and recognize that setting goals helps accomplish tasks	L–2.4	recognize that it takes time and effort to accomplish goals	L–3.4	identify the steps of the goal-setting process, and apply these components to short-term personal goals

Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

Grade 4	Grade 5	Grade 6
Students will:		
L–4.1 develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan	L–5.1 identify and implement an effective time management plan; e.g., prioritize goals	L–6.1 expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
L–4.2 identify ways individuals continue to learn throughout their lives	L–5.2 affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills	L–6.2 identify personal skills, and skill areas, for development in the future
L–4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results	L–5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making	L–6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
L–4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals	L–5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits	L–6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

Grade 7	Grade 8	Grade 9
Students will:		
L–7.1 develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style	L–8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest	L–9.1 apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
L–7.2 practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations	L–8.2 examine learning priorities, and implement a learning plan	L–9.2 relate the value of lifelong learning to personal success and satisfaction
L–7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others	L–8.3 identify components of ethical decision making, and apply these concepts to personal decision making	L–9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
L–7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	L–8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills	L–9.4 refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE ROLES AND CAREER DEVELOPMENT

Kindergarten *Students will*: *(continued from page 22)*	Grade 1	Grade 2	Grade 3
L–K.5 express preferences, and identify basic personal likes and dislikes	L–1.5 recognize interests, strengths and skills of self	L–2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills	L–3.5 examine personal skills and assets; e.g., physical, verbal, intellectual
L–K.6 demonstrate awareness of the ways in which people take care of responsibilities in the home and school	L–1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work	L–2.6 recognize that each individual has many roles in life; e.g., friend, sister	L–3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

VOLUNTEERISM

Kindergarten *Students will*:	Grade 1	Grade 2	Grade 3
L–K.7 identify ways to help	L–1.7 describe ways people volunteer in the school and in the community	L–2.7 explain why volunteerism is important	L–3.7 assess how individual contributions can have a positive influence upon the family, school and community
L–K.8 perform volunteer tasks as a class; e.g., draw pictures to show appreciation	L–1.8 select and perform volunteer tasks in the classroom	L–2.8 select and perform volunteer tasks in the school	L–3.8 select and perform volunteer tasks as a class or as a group

Home, school and community partnerships are critical to the delivery of this program of studies.

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT

Grade 4	Grade 5	Grade 6
Students will:		
(continued from page 23)		
L–4.5 relate personal interests to various occupations	L–5.5 relate personal skills to various occupations	L–6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers
L–4.6 recognize that personal roles will change over time and circumstances	L–5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media	L–6.6 analyze and apply effective age-appropriate strategies to manage change: e.g., predict, plan and prepare for transition to next school level

VOLUNTEERISM

Grade 4	Grade 5	Grade 6
Students will:		
L–4.7 describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others	L–5.7 identify, within the school, the volunteer service accomplishments of staff and students	L–6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation
L–4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses	L–5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies	L–6.8 analyze and assess the impact of volunteerism in the school and community

Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE ROLES AND CAREER DEVELOPMENT

Grade 7	Grade 8	Grade 9
Students will:		
(continued from page 24)		
L–7.5 create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation	L–8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths	L–9.5 extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions
L–7.6 examine factors that may influence future life role/ education/career plans; e.g., technology, role models	L–8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media	L–9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

VOLUNTEERISM

Grade 7	Grade 8	Grade 9
Students will:		
L–7.7 determine and use knowledge and skills of the class to promote school and community health	L–8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community	L–9.7 analyze the potential impact of volunteerism on career opportunities
L–7.8 apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade	L–8.8 investigate the characteristics of a mentor, and practise mentorship in a group setting	L–9.8 investigate personal safety procedures for working as a volunteer; e.g., work in pairs

Home, school and community partnerships are critical to the delivery of this program of studies.

Integrated approach

Comprehensive school health is an integrated approach that gives students opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities and services that take place in homes, schools and communities in order to help children and youth enhance their health, develop to their fullest potential, and build productive and satisfying relationships. The programs, activities and services developed within comprehensive approaches involve young people, families, schools, agencies and organizations concerned with children and youth.

Components of a comprehensive school health approach include:
- health and physical education instruction that promotes commitment to healthy choices and behaviours
- health and community services that focus on health promotion, and provision of appropriate services to students and families who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school personnel.
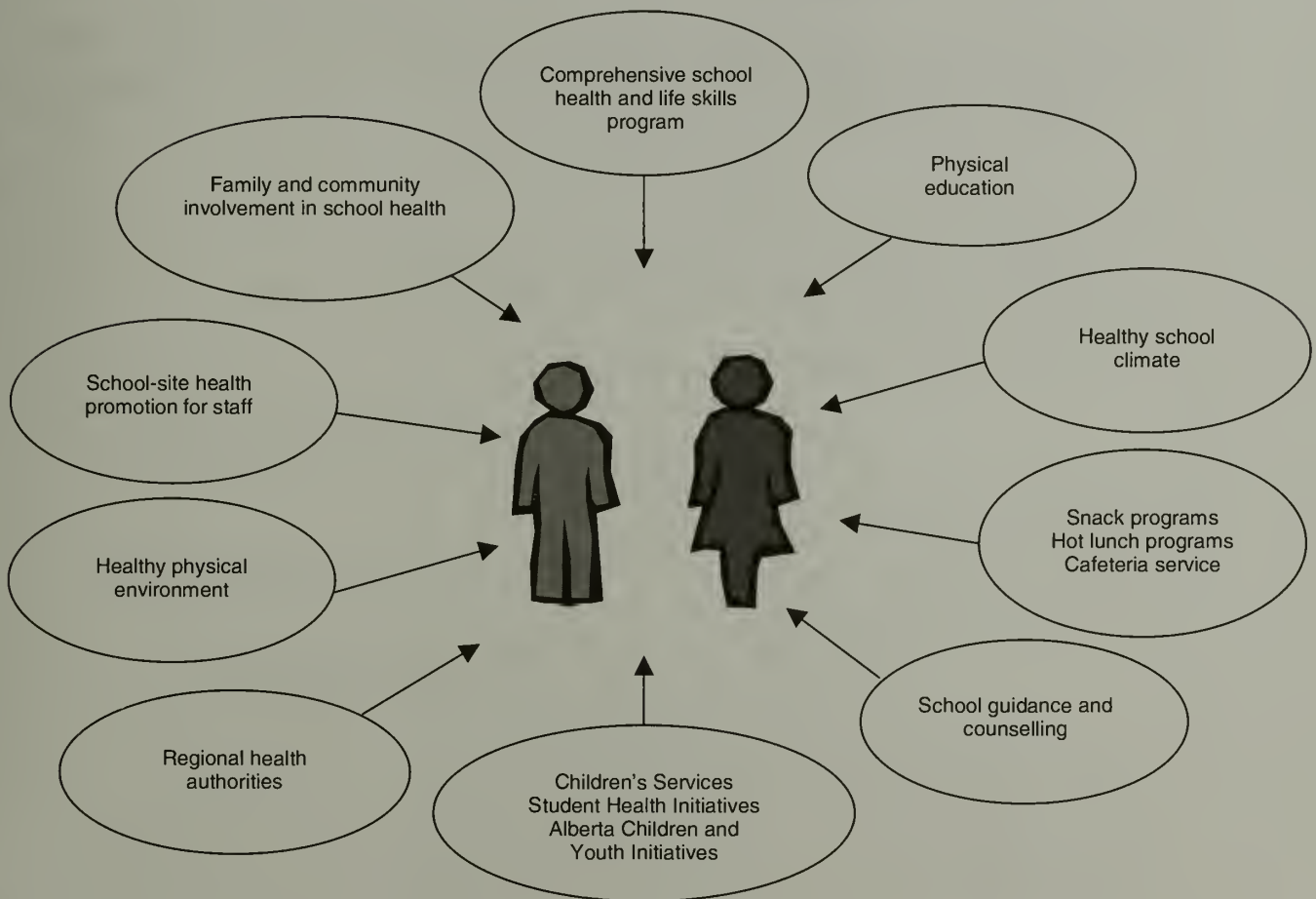
Determinants of health

Strong support networks, services, physical environments and instruction are all important determinants of health. Each of these factors can be positively influenced through a comprehensive school health approach.

Support networks

To make healthy lifestyle decisions, children and youth depend on support from the people around them. Families, peers, school staff and community members can influence and reinforce health. The comprehensive school health approach strengthens support networks and encourages active involvement of key people in the learning process. Support includes:

- parental involvement
- mentors
- peer support
- community participation and development
- family wellness programs
- staff wellness programs.

Services

Many organizations are responsible for delivering health services, including regional health authorities, Children's Services and the Alberta Alcohol and Drug Abuse Commission (AADAC). The support services essential for a comprehensive school health approach include:

- early identification and intervention
- child protection services
- counselling
- services for students with special needs
- treatment, rehabilitation and post-treatment support.

Physical environments

Clean, safe environments promote health and help prevent injuries and disease. To be most effective, a comprehensive school health approach needs healthy physical environments within schools and communities, which includes:

- effective safety procedures and regulations
- environmental standards, such as adequate lighting and safe noise levels
- adequate sanitation and hygiene standards
- measures for promoting safety and preventing injuries
- support for good nutrition
- smoke-free school policies.

Instruction

Effective health education:

- is linked to health services
- is supported by health policies, programs and activities in schools and communities
- takes place in a healthy and safe physical environment.

The comprehensive school health approach recognizes that schools are part of their larger communities and that learning happens in and beyond the school environment. It acknowledges that much of what is learned is affected by influences outside classrooms, and that the likelihood of students adopting and maintaining healthy behaviours increases when messages from multiple sources are consistent.

The essential feature of the comprehensive school health approach is the connections among these components—support networks, services, physical environments and instruction. The comprehensive school health approach involves people working together so that all young people can make positive choices to enhance their own health and the health of the communities in which they live.

Program benefits

Studies of school-based programs indicate that health and life skills instruction is effective in changing health behaviours and attitudes. The integration of instruction with social supports, community services and healthy physical environments brings about even better results.

The comprehensive school health approach encourages long-range planning, and provides a framework for schools, parents and communities to focus on what is most important at any specific time. The overall purpose of the comprehensive approach is to provide a good education, improve health and foster healthy attitudes and behaviours.

Benefits for learners

Studies on the relationship between health and performance in school indicate that positive school climates can improve learning and teaching. Physical activity can also improve brain functioning and increase academic success. Research also indicates that students who experience success at school, and believe they have options for the future, understand the value of good health.

Benefits for families

The comprehensive school health approach helps young people and their families understand how they can have control over many conditions that affect their health. Parents can also present a family perspective on sensitive topics, and help their children apply and integrate the new health information and skills they are learning. Overall, a comprehensive school health approach results in improved health behaviours for the whole family.

Benefits for schools

Schools that adopt a comprehensive school health approach experience tangible benefits, such as improved student achievement, lower absenteeism, reduced drop-out rates, less student alienation and lower incidences of smoking and alcohol use.

When students practise and commit to expressing feelings appropriately, communicating persuasively, resolving conflicts nonviolently and managing stress effectively, they help create healthier school climates.

This approach also helps staff coordinate efforts and tailor programs to meet specific goals and needs. A comprehensive school health approach assists in establishing priorities and maximizing use of instructional and administrative time.

Benefits for teachers

Teachers also benefit from environments and programs that support good health. Staff wellness programs can improve teacher performance and reduce stress. Staff who participate in school site health promotion activities, such as physical fitness, balanced nutrition or smoking cessation, are more likely to reinforce positive health messages through their daily interactions with students.

Benefits for service agencies

For health and children's services professionals, this approach provides collaborative advantages that support the efficient delivery of services. This approach offers mental health and regional health authority staff opportunities to promote the services they provide, which increases the likelihood that students receive the health services they need.

For government officials, comprehensive school health provides a framework for planning and policy development that enables them to consider both the big picture, and local needs and concerns.

Partnership benefits

For families, volunteers and community groups, this approach fosters partnerships through programs and activities. The comprehensive school health approach is a framework that encourages schools, parents and communities to strive to achieve shared goals. Communities expect schools and families to prepare students to become healthy, productive citizens. Communities, in turn, have a responsibility to join with schools and families to support efforts to achieve this goal. School and community partnerships take many forms—from individuals working together to a collective of community groups forming partnerships with entire school divisions.

Cost benefits

The comprehensive school health approach is cost effective. With even modest overall success rates, reducing illness-related downtime saves dollars. Building attitudes and behaviours for improved long-term health is a worthwhile investment.

Implementing comprehensive school health

Comprehensive school health is a process that starts from the specific school's current situation, and evolves from that school's unique concerns and priorities. As a result, a comprehensive health approach looks different in each school. The needs, issues and concerns of students and their families vary from school to school depending on the ages of the student population, geographic location, and social climate of the school and community.

One strategy for implementing a comprehensive school health approach includes the following steps.

1. Establish a school-based leadership team by identifying key players, such as administrators, health educators, physical educators, school counsellors, local health unit staff, parents and supporting health partners from community agencies.

2. Develop a common mission and language. Define what a healthy school is and identify what healthy school practices would look like.

3. Ensure school staff understand and support the comprehensive school health approach.

4. Conduct a needs assessment survey to identify student, family and staff needs.

5. Map existing school-based and community resources, and identify duplications and gaps in service.

6. Use the resource map and needs assessment data to prioritize program needs and make decisions about how to strengthen or modify existing efforts.

7. Analyze potential barriers to implementing this approach and develop strategies to overcome these challenges.

8. Develop an action plan that includes:
   • professional development opportunities
   • a funding structure that identifies existing and potential resources
   • communication activities that expand and maintain community awareness
   • evaluation.

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Communicating with parents

Parents are essential partners in health education. Throughout this guide, the terms family and parent refer to all primary caregivers, whether they be single parents, foster or adoptive parents, guardians or grandparents. Because so much of health and life skills learning occurs naturally in the home, parents often have a special interest in the topics and activities that are introduced, discussed and explored in the classroom health program.

Classroom teachers can enhance partnerships with parents by dealing proactively with potential issues and concerns. Parents who are fully informed about health education are typically supportive. Look for opportunities to keep parents informed such as showing them resources and materials or inviting them to participate in an evening presentation that includes taking part in some of the actual classroom activities.

The reality is, in some families, adults make unhealthy choices. Children may see the adults in their lives abuse alcohol and drugs, smoke cigarettes or make unhealthy food choices. Teachers need to be sensitive to these issues and tailor health messages to encourage positive health choices without criticizing those who make other choices. Teachers can also help students understand that some habits, such as smoking, are difficult to change. Students need to learn the life skill of communicating concern without judging or criticizing.

Share the curriculum

At the beginning of the school year, provide parents and students an outline of the health and life skills program and a timeline for the concepts students will be exploring. Explain key instructional strategies, and outline how student learning will be assessed and reported. Encourage parents to have regular discussions with their children about what they are learning in their health classes.

Provide opportunities to participate

Invite parents to join the class on field trips, serve as guest speakers or attend classroom or school-wide events. Throughout the school year, target several activities to include parents. Schools could also offer parent education programs focusing on topics that parallel those in the classroom curriculum. Use the *Home, School and Community Connections*, contained in selected illustrative examples in this guide, to enhance parent involvement and create community support.

Newsletters

Keep lines of communication open by sending home ongoing information via a weekly or monthly classroom newsletter. Include articles about health and life skills learning activities, and clearly outline the goals and benefits of such activities. When possible, have students write the articles, reflecting on what they learned from the activities and why these concepts are important. Use the newsletter to encourage parents to contact you with questions, concerns or suggestions.

Another effective strategy for involving parents is to produce special publications, such as a one-page fact sheet or calendar of activities, that suggest ways families can support and model the health skills their children are learning. Many of these suggestions are listed in the *Home, School and Community Connections* sections within selected illustrative examples of this guide.

Homework

When sending assignments home as homework, be sure to include the objectives of the assignment and provide clear directions. When students receive homework that involves their families, both students and schools benefit from the ideas and experiences parents contribute. For example, students could interview family members on certain attitudes, experiences or practices. Parents could help their children compile lists of safe behaviours they see at home or in the community, or brainstorm volunteer opportunities in their neighbourhoods. Completing engaging assignments at home is a meaningful way to involve parents in their children's learning, and an opportunity for family and community resources to enrich students' learning.

When sending home assignments, consider cultural differences and issues that may be sensitive for families. Family beliefs, practices, priorities and communicating styles may differ from those taught in school.

Report progress

As part of the reporting process, provide opportunities for students to talk about their learning and progress in relation to the health and life skills program. Send home self-evaluation checklists throughout the year and include a place for parent signature and comments. Use sentence starters, such as "Today I learned that …" as a starting point for students to share their learning with parents. Include samples of student work from the health program in each term's portfolio.

Be a resource

The health education teacher can also serve as a resource to families. Parents may want to use classroom materials in their own discussions at home or they may ask for additional information on topics related to the Health and Life Skills Program of Studies.

Building healthy school cultures

Creating an effective health and life skills program at the classroom level requires the commitment, support and involvement of the whole school community. There are numerous ways to make health and life skills a positive, dynamic part of school culture, including:

- service learning projects
- extracurricular activities that promote healthy lifestyles
- health-focused special events
- displays that reinforce concepts in the health and life skills program
- newsletter articles that promote healthy living and decision making
- targeted co-curricular activities.

School staff need to work together to ensure that school philosophy, policies and practices support healthy living. All school staff need to model and practise healthy behaviour.

Enhancing classroom climates

Establishing a climate of collaboration and cooperation is essential in the health and life skills classroom. Besides making learning more effective, instructional methods based on cooperation help students develop positive social attitudes.

Classroom rules

It is important to make classroom rules and expectations explicit. At the beginning of the year, discuss class rules with students and post rules in a visible spot in the classroom. Keep language positive and the messages clear. Behavioural guidelines can be general and all encompassing or detailed and specific. Whichever the form, it's essential that the framework be adaptable to the changing needs of the class.

A Student Code of Conduct or a Bill of Rights could outline behavioural expectations and contribute to a positive classroom climate. Some teachers work with their students to develop T-charts of what key behaviours, such as effort and cooperation, look like, sound like and feel like.

Whatever strategy is used for developing classroom guidelines, the key to success is giving students opportunities to discuss and reflect on what they need to do, why they need to do it and what the potential consequences of their behaviour, both positive and negative, will be. Classroom expectations are reinforced when they are clearly and positively communicated to parents through class newsletters and other communication vehicles.

The right to privacy

In the health and life skills classroom, particularly during discussion, it is essential to respect each student's right to privacy. Establish routines that allow students to "pass" when they do not wish to give information or opinions on any topic they find personally embarrassing or that, for whatever reason, they do not wish to discuss with others. Teachers also have the right to decline to share personal information or opinions.

Fostering self-worth

The Health and Life Skills K–9 Program of Studies provides a foundation and framework for helping students develop a positive sense of self. Self-esteem is not taught as a separate topic nor is it effective to do so. Instead, skills and concepts that enhance feelings of self-worth and personal capacity are introduced and reinforced throughout the curriculum across grade levels.

Learning outcomes in this curriculum help students recognize and appreciate uniqueness in themselves and others. Outcomes also encourage students to develop strategies for improving personal competence by learning how to resolve conflict, negotiate, mediate, refuse unhealthy requests, express feelings appropriately and recognize personal skills. Students also identify role models, and serve as mentors and role models to others. Setting short- and long-term goals, building personal portfolios and participating in service learning activities help students clarify personal missions and make a commitment to healthy lifestyle choices.

Handling controversial issues

Discussing and exploring sensitive and controversial issues are integral parts of the Health and Life Skills Program of Studies. Almost any topic can become controversial. Teachers must rely on their sense of responsibility and professionalism to create constructive learning experiences.

Alberta Learning guidelines for controversial issues[1]

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student education in Alberta.

Studying controversial issues helps prepare students for responsible participation in a democratic and pluralistic society. Such study helps students develop the ability to think clearly, reason logically and open-mindedly, respectfully examine different points of view and make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues should exercise sensitivity to ensure no one is ridiculed, embarrassed or intimidated for his or her position.

When discussing controversial issues:
- present alternative points of view, unless that information is restricted by federal or provincial law
- consider the maturity, capabilities and educational needs of students
- consider the requirements of provincially prescribed and approved courses, programs of study and education programs
- consider the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Teachers should use controversial issues to promote critical inquiry rather than advocacy, and to teach students *how* to think rather than *what* to think.

Schools play a supportive role to parents in the areas of values and moral development, and should handle parental decisions about controversial issues with respect and sensitivity.

Sharing personal information
Dealing with controversial and sensitive issues encourages students to examine their own beliefs and experiences. Inherent in asking students to share personal information in the health and life skills classroom is the issue of confidentiality. Consider the following two examples.

- During a brainstorming session, one student states that his wish for the new year is that his parents not get a divorce. Should this list be posted in the classroom where visiting parents, school staff and students might read it?
- Students draw and label pictures of their families in a kindergarten health activity. These drawings contain a great deal of personal information. Should they be displayed on a bulletin board for visitors?

Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family. They need to anticipate where a discussion is going in order to protect individual students from revealing inappropriate personal information.

Be considerate of student privacy and share information about your students on a need-to-know basis. Be aware of how the *Freedom of Information and Protection of Privacy Act* (FOIPP) affects policy and practice in your school.

Reporting child abuse

Issues of personal safety are integrated throughout the health and life skills program and they can generate important discussion. If a child discloses information about an abusive situation, teachers are legally and ethically obligated to break confidentiality and report the situation directly to the local office of Alberta Children's Services. Reports can also be made to the Child Abuse Hotline at 1–800–387–5437.

Human sexuality instruction

The human sexuality component of the Health and Life Skills Program of Studies begins in Grade 4 and continues through to Grade 9 under the first General Outcome: Wellness Choices. Parents need to be advised of their right to exempt their children from this course component prior to the start of human sexuality instruction. A sample letter is included as *Teacher planning tool 1: Sample letter to inform parents of human sexuality instruction* on page 1 of Appendix A.

Teachers must provide alternative learning experiences for students exempted from human sexuality instruction. These could include joining another class for an appropriate learning activity or completing an alternate project in the library or computer lab.

Involving community partners

By definition, a comprehensive school health approach involves schools and communities collaborating to enhance the well-being of students.

Share responsibility

Shared responsibility and teamwork is key to a successful comprehensive school health approach. Homes, schools and communities need to work together to provide students, families and communities with programs, services and resources that promote healthy living and decision making.

Identify needs and issues

Identifying local needs and issues is key to the success of an effective health and life skills program. Many specific outcomes in the health program of studies give examples of potential contexts for exploring and discussing the outcomes. Teachers need to identify the contexts most relevant to students and their communities.

Identify resources

Identifying community resources for enhancing health and life skills instruction is key to the success of the comprehensive school health approach. There are many local agencies and resource people who can provide information, training and materials for the health and life skills program. For example, local Lions Clubs may sponsor Lions Quest training, school police resource officers are often consulted on specific issues, and local services clubs may help identify local service

needs. Schools need to compile up-to-date information on community agencies and available resources. It's important to connect with local health authorities and locate regional directories of community services.

The local media can also provide a window into the community. Teachers can use news articles, editorials, feature stories and video clips to bring local issues and perspectives into the health and life skills classroom.

Inviting the community into the classroom

Students need to build healthy relationships with the community. When planning the health and life skills program for the year, look for opportunities to benefit from the many community resource people in your area. This could include parents, other school staff, social agency representatives or community members who have relevant information and experiences to share with students. These resource people can inject new ideas and opinions into the classroom. Whether a single guest or an expert panel, new faces and new perspectives can help students and teachers consider information and issues from different angles.

Community guests can:
- discuss how community organizations encourage people to make healthy choices
- share information that relates to building positive relationships and making healthy choices
- talk to students about why they have chosen to be involved with their organizations or professions
- work with students to plan an activity that focuses on aspects of positive behaviours and healthy relationships
- share personal experience on a particular health issue
- share volunteer experiences
- promote service learning opportunities.

Preparing for guest speakers enhances the experience for students, teachers and guests. Before the visit, make a telephone call to outline the focus of the unit currently under study and share strategies for interacting with students. When possible, follow up the telephone conversation by putting in writing the specific goals of the session, the time and date, and any other relevant information. Make sure guests understand that parents have the right to exempt their children from human sexuality instruction so if this is to be part of the presentation, parents must be informed prior to the session. A checklist for hosting a community resource person is included in *Teacher planning tool 2: Hosting a community resource person checklist* on page 2 of Appendix A.

Offer guests the following tips for interacting effectively with students.

- Personalize the information so students understand how it relates to their lives.
- Question students to find out what they know and believe about the topic.
- Use visual aids and actual items or samples to better explain concepts.
- Use vocabulary and concepts that are age-appropriate.
- Vary the pace.
- Maintain eye contact while talking.
- Move around the classroom.

Encourage speakers to use a variety of instructional strategies, including question-and-answer sessions or activities in which students can participate. Encourage visitors to include an informal discussion session as part of their presentation. This gives students opportunities to ask questions and participate in activities, such as examining information the guest might bring in. Some students might want to share stories or knowledge related to the topic under discussion. A tip sheet for guest speakers is included in *Teacher planning tool 3: Tips for community resource people* on page 3 of Appendix A.

Set the stage

Prepare students for a guest by brainstorming a list of questions the day before the session. Record the questions on chart paper and post for the guest to see. Not only does this activity create anticipation and background information, it generates thoughtful questions and makes the best use of limited class time. Posting the questions allows the speaker to see the range of interests and address them in a natural sequence. An added bonus is that individual students who are reluctant to ask questions in a large group can participate in the brainstorming session and have their questions and concerns addressed anonymously.

If necessary, review listening behaviours, expected etiquette and ground rules for asking questions. Encourage students to listen to others so comments or questions are not repeated, and to keep their hands down until the speaker invites questions. Discuss the importance of staying on topic and taking turns.

Introductions and thank-yous

On the day of the visit, encourage students to wear name tags so the guest can address students by name. Have a student introduce and thank the speaker. Follow up with thank-you letters, including students' comments on how they benefited from the visit. Thank-you letters give students an opportunity to reflect on the issue or topic presented, and also give guests useful feedback.

Look for other connections

Community resource people may interact with students in other ways. They may participate in telephone or e-mail interviews or meet with groups of students researching a particular issue.

Taking the classroom into the community

A comprehensive school health approach encourages students and teachers to look beyond the classroom walls. Working with community service agencies or organizations on specific tasks or projects can help students develop a sense of community and purpose, and a real understanding of local needs and issues. Students may address specific outcomes of the curriculum by going into the community to gather information or provide a service. For example, they could participate in spring clean up activities or in a buddy reading program with a neighbouring preschool. Older students could help organize and promote a blood donor clinic or serve lunch at a seniors' centre. For more ideas on service learning, see pages 94–100 of the *Instructional Strategies* chapter in this guide.

Endnotes

1. Adapted from Alberta Learning, *Guide to Education: ECS to Grade 12* (Edmonton, AB: Alberta Learning, 2002), p. 76.

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Identify what you know

Know the students

Begin by thinking about the makeup of the class. Because each group of students has different learning needs, the plan for one teacher's classroom may be significantly different from that of another. Teachers need to decide how to allocate time for the major learning outcomes based on the needs of their current class.

In any one classroom, there is at least a three-year span in students' physical, social, emotional and intellectual maturity, and their readiness or need for specific health and life skills information. Many of the specific outcomes in the health and life skills program list a number of possible contexts for exploring and discussing the outcome. Teachers should work with their students to choose a specific focus or context that is relevant to them and their community.

It is also important to consider what issues might not be appropriate or should be handled with care. For example, if a particular student has recently lost a family member to suicide or a car accident, these topics should be handled with discretion and sensitivity.

To make the most effective plan for the health and life skills program, identify what kind of topics and activities will best engage a certain group of students, and what focus will generate the most interest and commitment. The health and life skills program offers much latitude for choosing topics that are meaningful to students. Using the personal experiences of the students as a lesson starting point promotes a link between the practice and transfer of skills in the classroom to the home and community.

Know the community

To plan an effective health and life skills program, it is essential to identify the strengths and needs of the community in which students live. In our diverse society, there are parents who will approve of certain content and teaching methods in the health and life skills classroom, but there are also some parents who will not. Teachers must consult with school principals and parents, and keep all stakeholders advised of the content and focus of the health and life skills program.

Teachers need to consider community opportunities in their planning. Look for designated weeks or months, such as Yellow Ribbon Week or Heart and Stroke Month, to address topics that complement the health and life skills program. Consider community opportunities that could reinforce and extend learning. See *Teacher planning tool 4: Calendar of Designated Dates, Alberta* on pages 4–5 of Appendix A.

Gather resources

Consider available resources and how they complement curriculum outcomes. Videos, posters, novels, reference materials, commercially designed manuals, community designed programs, Web sites and resource people are all examples of resources. To meet the needs of all learners, it is essential to use a variety of resources from a variety of media. No single resource can be used to teach the entire health and life skills program for any grade level.

A list of resources reviewed and authorized by Alberta Learning is available at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp. The list includes student support resources and authorized teaching resources.

Schools need to inventory and review current resources, and make plans for compiling additional resources. It is also important to cull and discard outdated and questionable material. Make sure the material you are using is appropriate, engaging and accurate.

Organize instruction

Organization in elementary grades

The combined time allotment for health and physical education instruction for grades 1 to 6 is 150 minutes per week.

Health and life skills instruction can be delivered several ways in elementary grades. Weekly classes of 30–40 minutes are common. Some schools integrate specific outcomes from the Health and Life Skills Program of Studies into religion, language arts, social studies and physical education.

Organization in middle and junior high schools

The grades 7 to 9 allotment is a total of 150 hours of health instruction over the course of three years. Research strongly indicates that for health instruction to be most effective, it should occur a minimum of 50 hours each and every school year. This program of studies is designed to be delivered each year, at each grade level.

Health and life skills instruction in middle and junior high schools can be organized in a variety of ways, including weekly health classes, monthly conferences, advisory programs and integration into other subject areas.

Timetabled health class
Many middle and junior high schools schedule one health class a week. This model ensures instructional time is dedicated to the specific outcomes of the Health and Life Skills Program of Studies.

Conference model

The conference model is a focused school-wide initiative in which daylong conferences are organized around one or more health and life skills outcomes. The conference activities are often built around a specific theme, such as active living or healthy decision making. The activities give students a variety of opportunities to explore and practise new skills, and learn new information and ideas. A conference could be an annual event, such as a Career Fair, or could be scheduled monthly to cover the entire health curriculum over the course of the school year.

Conferences are an effective way to involve community partners and build a school-wide culture of healthy living. They require extensive planning, and rely on teamwork and effective use of resources. Planning has to consider how outcomes for each level will be met. Schools using the conference model report high levels of student participation and satisfaction.

Advisory programs

Another delivery model is to use the daily advisory program for health and life skills instruction. This model can have different names, including care groups, and health and guidance groups. Typically, these programs are timetabled for 20-minute periods, five days a week. The daily contact and smaller student groups create a safe and caring environment for introducing new skills and concepts, practising skills, and completing in-class projects and presentations. This system works most effectively for health instruction when students in advisory groups are in the same grade level. Planning for cross-grade programs requires detailed long-range planning, careful tracking and effective teamwork.

Subject integration

There are many opportunities to integrate health and life skills education into other areas of study, including language arts, social studies, physical education and family life studies.

For example, the Physical Education Program of Studies contains a number of specific learner outcomes that relate directly to specific outcomes in the K–9 Health and Life Skills Program of Studies. See Teacher planning tools 12 to 21 on pages 14–23 of Appendix A. These tools can be used for cross-curricular planning.

An integrated approach still requires that teachers plan instruction for specific health and life skills outcomes. Consider infusing aspects of health and life skills learning across the school day to complement, rather than replace, dedicated health and life skills instruction time. Schools need to explore which model of delivery will best address the curricular outcomes and needs of the school community.

Choose an instructional framework

Instructional frameworks act as lenses, helping teachers clarify and enhance their instructional ideas and practices into an interrelated set of teaching tools. Instructional frameworks help teachers make wise choices about how to use an array of learning, teaching and assessment activities to best meet the learning needs and interests of students. Three instructional frameworks that are especially congruent with the instructional needs of the health and life skills program are brain research, Howard Gardner's theory of multiple intelligences and Bloom's taxonomy.

Brain research

Over the past 30 years, new technology has resulted in a dramatic increase in information available about the brain. Educators are using this information to support and inform classroom practice. Politano and Paquin (2000) outline 10 factors to create brain-compatible teaching and learning environments for health education. These factors, based on the research of Eric Jensen, are: uniqueness, assessment, emotions, meaning, multi-path, brain-body, memory, nutrition, cycles and rhythms and elimination of threats.

Uniqueness—Brain-based learning is compatible with health and life skills education because the outcomes of the program of studies recognize and value the uniqueness of individuals. The health and life skills program encourages students to identify their strengths and needs as learners and community members. It also provides learners with several choices on how to process their thinking and represent their learning. This choice and variety permits students to work in ways that most suit their unique learning styles and developmental stages.

Assessment—Because of the wide-ranging outcomes in the health and life skills program, it is essential that good assessment drive instruction. Teachers need to find out what students know and what they need to learn. Assessment is most authentic when learning is demonstrated within the context of the classroom with real tasks and assignments that closely reflect previous work in the classroom.

Emotions—The health and life skills program explores emotions and how they affect our daily lives. It recognizes that emotion strongly affects learning, attention, memory and health. Health and life skills education helps students become more aware of their emotional states, and develop strategies for managing their emotions.

Meaning—The intent of the health and life skills program is for students to create meaning, rather than just receive information. Teachers can help students create meaning by providing opportunities to explore the big picture perspective of health-related issues, and drawing links between what students are learning and how they are living.

Multi-path—In the health and life skills classroom, there are many opportunities to present rich, multidimensional, sensory experiences. The more ways teachers present information to students, the more opportunities students have to make those brain connections, and understand and remember material.

Brain-body—Using physical activity as part of instruction helps motivate and energize students. Role-plays, cooperative games and service learning projects all help the brain learn.

Memory—Memory plays an important role in learning. There are many strategies teachers can use within health and life skills instruction to help students build memories, including role-plays, reflective journals and storytelling.

Nutrition—A number of specific outcomes in the Health and Life Skills Program of Studies address the importance of healthy food choices and how this affects learning, attention, moods and general well-being. Encourage students to eat nutritious snacks and drink water during the school day to maintain energy levels and optimum brain functioning.

Cycles and rhythms—Individual students have varying body rhythms and energy cycles. By providing choice and variety wherever possible, teachers create the most productive learning climate for all. Cycles can be positively affected through actions that emotionally engage students, such as storytelling, singing, humour and drama.

Elimination of threats—A safe and supportive classroom climate is critical to engaging students in the learning process. Teachers can observe students in the classroom environment and identify common stressors that inhibit learning. Health and life skills teachers can work with students to minimize and manage the effects of these stressors.

Multiple intelligences

In his book *Frames of Mind*, Howard Gardner coined the term multiple intelligences to describe the many ways of knowing that all people possess. The Multiple Intelligences theory proposes that intelligence is not fixed, but continually expands and changes throughout a person's life.

Gardner suggests that all people possess at least eight intelligence areas: logical/mathematical intelligence, visual/spatial intelligence, bodily/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, verbal/linguistic intelligence and naturalistic intelligence.

Currently, Gardner is studying the possibility of another form of intelligence—existential intelligence. Existential intelligence involves the ability to explore complex philosophical questions.

In his book for teachers, Thomas Armstrong puts Gardner's Multiple Intelligences theory into student-friendly language and develops strategies for its practical application in the classroom. He talks about different kinds of smart and suggests that students need experience using all the kinds of smarts, in a range of activities and contexts.

The health and life skills classroom is an ideal environment to develop students' multiple intelligences. For example, during a unit on bicycle safety, students can use their:

- **body smart** to model how to ride a bike safely
- **picture smart** to design posters of bike safety tips
- **word smart** to design tip sheets on bike safety
- **number smart** to collect and display data on the relationship between safety habits and bike accidents
- **music smart** to compose a rap about bike safety and teach it to others
- **people smart** to organize a bike safety rodeo
- **self smart** to inventory their own bike safety habits
- **nature smart** to explain how to ride safely in different physical conditions, including downtown traffic, off-road trails and gravel roads
- **big question smart** to host a debate on the issue of mandatory bike helmets for adults.

Bloom's taxonomy

Bloom's taxonomy is a hierarchy of five thinking skills that includes:

- knowing
- comprehending
- applying
- analyzing
- synthesizing.

This taxonomy provides a useful framework for planning instruction.

The hierarchy of thinking skills helps teachers to:

- refine oral questioning by purposefully developing a short list of questions for a particular lesson
- design assignments or questions that involve students in all levels of thinking
- give students a range of options in the kinds of products they produce as part of a learning activity.

Students can use Bloom's taxonomy to:

- develop a list of questions about a new unit of study
- write questions in their response journals as they work through a unit of study
- work on independent projects; e.g., a student could develop research questions for independent study and propose a product to demonstrate learning

- design questions that involve higher-level thinking; e.g., students could work in a cooperative group to design a review quiz on a unit of study and then exchange the review with another group
- demonstrate learning; e.g., as part of a learning conference, a student could share examples of learning at different levels.

Bloom's Taxonomy

editorial
mock trial
discussion
self-evaluation

recommendation
position paper
panel discussion
P-M-I chart

questions and answers
fill-in-the-blank
list
map
labelled diagram

fact sheet
timeline
work sheet

judge
critique
choose
rank
give opinion

find
label
name
recall
recognize
select
show

tell
recite
list
define
locate
describe

public service
announcement
comic strip
game
invention
news article
art product
discussion
debate

imagine
predict
adapt
change
combine

compose
create
invent
infer
design

explain
discuss
outline
restate

restate
identify
match
give examples

illustration
chart
retelling
journal response
Idea builder
concept map
discussion

Evaluate   Know

Synthesis   Understand

Analyze   Apply

examine
classify
explain
compare and contrast

use
demonstrate
collect
construct
illustrate

Venn diagram
matrix
questionnaire
survey
tree diagram

drawing
map
word problem
diagram
journal
display

poster
model
chart
role-play
cartoon

Sample questions and activities
using Bloom's Taxonomy

	Division I *You have a friend*	Division II *Volunteers build communities*	Division III *Down with depression*
Knowledge recalling or recognizing information from memory	• Define the word *friend*. Draw a web of related words and ideas. • List 10 qualities of a good friend.	• Define and discuss the concept of *volunteerism*. • List all the jobs that volunteers do in your classroom and in school.	• List common signs of stress and depression. • Design a chart for recording your own mood and stress levels throughout the day.
Comprehension understanding meaning, changing information from one form to another, discovering relationships	• Show what you appreciate about your friends by drawing a picture of you and three different friends. • Draw a cartoon strip showing how you can welcome a new student to your classroom by showing friendship.	• Brainstorm volunteer opportunities in your school and neighbourhood. • Prepare a hallway display celebrating all the ways volunteers contribute to the school community.	• Create a Venn diagram comparing positive and negative stress or clinical depression and situational depression. • What are the signs that let you know if your stress level is high or your mood is changing?
Application using learning or information in new situations	• Create a collage of pictures and words that show what you feel about friendship. • Make up a recipe for friendship. For example, you might want to include a cup of kindness and three heaping spoonfuls of laughter.	• Design an ad looking for a volunteer opportunity for you. Explain what kind of situation you would like, why you want to do this, and what qualities and skills you bring to the job. • Over the next month, try out one volunteer activity.	• Identify all the potential stress points in the school day. • Develop a tip sheet for turning these stress points into positive experiences.
Analysis separating information into basic parts so that its organizational structure can be understood; identifying elements and relationships	• Interview two adults about their best friends from childhood. What qualities did they share? How did they spend their time together? How are childhood friends different from friends in adulthood? • Design a list of questions to ask your classmates about how they handle disagreements with their friends. Use these ideas to make a tip sheet.	• Design a mind map that shows what you did, what you learned and how you contributed in your volunteer position. • Discuss how volunteers influence our schools and communities.	• Design a survey to find out how students in your school handle stress and depression. • Interview several people in high-stress jobs and ask them to share their strategies for coping with pressure and change.
Synthesis combining parts into new or original patterns; involves creativity	• Design a WANT AD for a best friend. • Imagine you are an inventor who designs robots. How can you add to your invention so that robots are good friends?	• Organize a one-day retreat for student volunteers. What kind of information and skills do they need? • Design a timeline and show the different types of volunteer activities that you would like to be involved in during your lifetime. Think about how you will have different skills and interests at different stages of your life.	• Discuss the impact media and advertising can have on how people manage their moods. How does advertising affect how *we feel we should feel?* • Create a television or print ad that promotes handling stress in healthy ways.

Sample questions and activities using Bloom's Taxonomy (continued)

	Division I *You have a friend*	Division II *Volunteers build communities*	Division III *Down with depression*
Evaluation judging the quality or effectiveness of something against standards	• Write a letter to your teacher arguing that best friends should be allowed to sit beside one another in class all year long. Give convincing reasons. • List all the ways friends can resolve disagreements. Rank in order from *most helpful* strategy to *least helpful* strategy.	• Do a Plus, Minus, Interesting chart on volunteering. Brainstorm solutions for some of the Minus factors. • Write a letter to a volunteer who worked with you at school or in the community. Explain how they contributed to your life.	• Organize a debate arguing that all stressful activities in school, such as exams, should be abolished. • Identify the top three strategies you use for handling stress and establish criteria for evaluating their effectiveness.

Offer choice and variety

Providing students with meaningful ways to respond to new learning accommodates student differences and increases motivation. A simple tic-tac-toe menu, like the one adapted from Susan Winebrenner's *Teaching Gifted Kids in the Regular Classroom* (1992) gives students a framework for organizing their work. It could also serve as a student contract.

Choices for learning

Topic _____

Collect and display	Teach	Compare
facts or ideas that are important to you.	a lesson about your topic to our class. Include at least one visual aid.	two things from your study. Look for ways they are alike and ways they are different.
Videotape	**Graph**	**Demonstrate**
or make an audiotape of a public service message about your topic.	some part of your study to show how many or how few.	something to show what you have learned.
Survey	**Dramatize**	**Forecast**
others to learn their opinions and feelings about some fact, idea or feature of your study.	something to show what you have learned.	how your topic will change in the next 10 years.

I choose activities _____

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature _____ Date _____

(See *Student activity master 47: Choices for learning* on page 48 of Appendix C.)

Use a grid to record and assess planning and use of learning and teaching strategies. Each square in the grid can list an instructional strategy or tactic. Within a unit plan, aim to have one or two rows complete. Over a yearlong plan, aim to cover all or most of the instructional strategies.

Instructional strategies tracker

Unit _____		Date _____		
Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

(See *Teacher planning tool 5: Instructional strategies tracker* on page 6 of Appendix A.)

Individual teachers can assess their own teaching by asking:
- What activities do I see in the classroom that promote healthy living?
- What language do I hear that supports a healthy environment?
- What products are students making that show awareness and respect for varied individual responses?
- How am I modelling healthy living?
- How does my language support healthy environments?
- How do I demonstrate my commitment to enhancing health in my classroom, school and community?

Infuse health learning into other subjects

Reinforcing health and life skills learning through other subject areas is an efficient use of instructional time and helps students transfer their learning in meaningful ways. For example, teachers could explore literature using a theme from the health and life skills learner outcomes. Integrating common knowledge and skills across subject areas enhances learning and allows students more opportunity for practice and transfer.

When there are a number of teachers working with one grade group, circulate the yearly health and life skills plan so teachers of other subjects can identify potential cross-curriculum links.

Plan the year

There are a number of formats for developing and recording an annual plan. Generally, it should be one page that clearly and concisely outlines topics and skills on a timeline. For an example of a year plan template, see *Teacher planning tool 6: Year Plan* on pages 7–8 of Appendix A.

YEAR PLAN FOR _____

Dates:	September	October	November	December	January
General outcomes					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Plan a unit

Unit plans are more detailed outlines of the broad pieces of learning that make up a yearly plan. Teachers need to know their students, and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant.

Specify what needs to be in place for the unit to be a successful learning experience. Consider resources; allocated time; information preparation; vocabulary; instructional strategies; provisions for students with special needs; and home, school and community connections. Start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, collaborate with colleagues to develop and share units.

Plan ways to extend learning for students who demonstrate higher-level expectations and to support those who need additional guided practice or reinforcement.

See *Teacher planning tool 7: Health and life skills unit plan* on page 9 of Appendix A. This tool is organized to help teachers plan a unit of study. It has room to record objectives, instructional strategies, assessment, and links to other curriculum areas.

Health and life skills unit plan

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?

Plan a lesson

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept.

Some lessons are presented to the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups.

Ask the following types of questions when planning a lesson.
* What is the purpose or curriculum outcome of the lesson?
* What teaching and learning strategies are most effective?
* What will students be doing? When?
* What specific skills do students need to develop or improve to be successful?
* What resources will be most appropriate for various groups in the class?
* How much differentiation is feasible and appropriate?
* How will the success of the lesson be evaluated?
* How does this lesson connect to other curriculum areas or units of study?
* How does this lesson connect to home and the community?

See *Teacher planning tool 8: Health and life skills lesson plan* on page 10 of Appendix A. This tool is designed to address these questions. It provides a framework for organizing instruction of single or clustered learner outcomes.

Plan for combined grade classrooms

The challenge in organizing health and life skills instruction in a combined grade classroom is to ensure that all learning outcomes from each grade level are covered.

There are three recommended strategies for organizing instruction for a combined grade classroom: cycle topics by grade, combine similar concepts, regroup for instruction.[2]

Cycle topics by grade level

If your school has combined grade classrooms for several consecutive years, it is possible to organize a cycling of topics and specific outcomes by grade level. For example, in a combined Grade 5–6 classroom, half the Grade 5 and half the Grade 6 outcomes are taught one year. The remaining outcomes are taught the following year. This ensures that when students finish Grade 6, they have completed all outcomes for both grade levels.

This planning requires a school-wide curriculum scope and sequence spanning two to four years. It is essential to keep track of the outcome clusters taught each year. Keep tracking documents in the cumulative file of each student to record the outcomes covered during that year. This ensures that by the end of Grade 6 or Grade 9 (or whatever grade division the school is organized on) all curriculum outcomes are covered.

Combine similar concepts

There are a number of health and life skills concepts that extend from one grade level to the next. Combining these similar concepts facilitates whole group instruction because students are able to work together on a variety of activities. Focus on the common learning experiences, and the overlap of knowledge, skills and attitudes between the two grade levels of curriculum.

When concepts do not overlap enough to allow whole class instruction, teachers can:
- provide separate instruction for one grade group while the other grade group works independently on such tasks as learning centres, seat work or viewing curriculum-related videos
- develop independent projects that extend over a period of time. These projects may include one or more components assigned as homework.

Regroup for instruction

Regrouping for instruction can be handled in a number of ways. In elementary grades, regrouping might involve:
- students from a combined grade class joining students of the same grade level from other classes for the health class each week
- an additional teacher providing instruction for one grade level group while the regular classroom teacher provides instruction for the other grade level group.

In junior high, regrouping may mean team teaching or regrouping around a special interest or need, such as assertiveness training, study skills or gender issues.

For more ideas on how to organize instruction in combined grade elementary classrooms, see Edmonton Public Schools' *Combined Grades Manuals* (1999).

Accommodate student differences

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge and skills. What is important is that within each lesson, there is something for everyone—something that meets the needs and learning styles of each and every student.

In *Brain-based Learning with Class*, Politano and Paquin describe an effective approach for accommodating student differences as "shared experience, individual response." Lessons begin with a whole-group activity, then students choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages.

Teachers of health and life skills can accommodate a wide range of student needs by providing choice and variety. Younger students need more variety in instruction and fewer choices for responses. Older students need less variety in instruction and more choices for responses. Politano and Paquin (2000) suggest that when planning, the question to ask is not, *How can we best teach*? but, *How can our students best learn*?

Accommodating student differences does not mean attempting to offer a different course to each student. Instead, classroom experiences can be differentiated by offering choices, and by varying teaching and assessment methods.

Learning supports for students with special needs, including English as a second language (ESL) students, could include:
- alternate formats for print materials, such as audiotapes, large print, talking computer books and read alouds
- a scribe for written tests
- duplicated notes
- access to computers with word processors
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures.

Make as few modifications as possible for individual students. Instead, focus on making modifications for groups of students with similar learning needs. Maintain the original concept or intent of the lesson. Make activities meaningful, and lessons clear and straightforward. This benefits all learners.

Locate complementary programs

There are a number of established programs that support the learning outcomes of the Health and Life Skills Program of Studies. No one program can deliver all learner outcomes for that grade level, but several programs offer activities and instructional strategies that can support and enhance health and life skills instruction. When choosing a program for your school or classroom, it is essential to do a correlation with the curriculum outcomes, and ensure that the content and philosophy of the complementary program are congruent with the mandated health curriculum.

Lions-Quest Skills for Growing Program, *Risk Watch®* and *Toward a Safe and Caring Curriculum* are used to support health and life skills instruction in many schools throughout Alberta. Two Alberta Learning publications, *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder* and *Supporting the Social Dimension* can also be incorporated into the health and life skills program.

Lions-Quest Skills for Growing Program and Lions-Quest Skills for Adolescence Program
(developed by Lions Clubs International, National Association of Elementary School Principals, National PTA, Quest International)

The goals of the Lions-Quest programs are to:
*   engage students, families, schools and community members in creating learning environments based on caring relationships, high expectations and meaningful involvement
*   provide opportunities for young people to learn the emotional and social skills needed to lead healthy and productive lives
*   promote a safe, healthy approach to life, free from the harm of tobacco, alcohol and other drug use
*   celebrate diversity and encourage respect for others.

Since the introduction of Lions-Quest in Alberta, over 11,000 teachers have been trained to use these materials. Workshops are organized on an as-needed basis, frequently with the support and assistance of local Lions clubs. Many school districts may have Lions-Quest affiliate trainers who provide inservices to district schools.

The activities in these two programs correlate with the health and life skills learner outcomes in the sections on Personal Health, Expressing Feelings, Interactions, Group Roles and Processes, and Volunteerism. Parent and community partnerships outlined in these programs support many of the goals of the comprehensive school health approach.

Risk Watch®

Risk Watch® is an injury prevention program developed by the National Fire Protection Association (NFPA). It is promoted and supported throughout the province by a Risk Watch Implementation Network that includes representatives from fire services, school jurisdictions, regional health authorities and other partners, and is coordinated by the Fire Commissioner's Office. The program has five teaching modules for grade levels prekindergarten to Grade 8. Each module targets eight major risk areas:

- motor vehicle safety
- fire and prevention
- choking, suffocation and strangulation prevention
- poisoning prevention
- falls prevention
- firearms injury prevention
- bike and pedestrian safety
- water safety.

The modules offer learning activities that encourage children to promote their own personal safety, as well as that of their friends, families and communities. The teaching modules also include background information, statistics and ideas for community involvement.

Toward a Safe and Caring Curriculum—ATA Resources for Integration: ECS to Grade 6

(developed by the Alberta Teachers' Association)

The Safe and Caring Schools project (SACS) is a comprehensive violence-prevention and character-education program aimed at encouraging socially responsible and respectful behaviours. A series of seven resource binders for ECS to Grade 6 help teachers integrate violence-prevention concepts into the Alberta Program of Studies and the Western Canadian Protocol Initiatives for elementary schools. The activities are integrated across the curriculum, with a special focus on language arts. The SACS program can help teachers address a number of outcomes in the Health and Life Skills Program of Studies.

The lesson ideas, strategies and tips for teachers are organized into five topics:
- Building a Safe and Caring Classroom
- Developing Self-esteem
- Respecting Diversity and Preventing Prejudice
- Managing Anger and Dealing with Bullying
- Working It Out Together.

Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD), Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management
(developed by Alberta Learning)

This teaching resource on fetal alcohol spectrum disorder supports selected outcomes in the K–9 Health and Life Skills Program of Studies. The goal of this resource is to increase students' awareness and understanding of fetal alcohol spectrum disorder, and the importance of healthy life skills in its prevention.

The teaching resource is organized around three themes:
- understanding relationships
- dealing with emotions and feelings
- managing risks and making personal choices.

Each theme provides experiential activities that reinforce curricular concepts and broaden students' understanding of fetal alcohol spectrum disorder prevention and its relationship to healthy life skills. Each divisional theme has Teacher Backgrounders as well as Student Activity blackline masters. Assessment tools and strategies are presented at the end of each theme and include a sample scoring rubric. These activities can be integrated into a comprehensive health and life skills program.

Supporting the Social Dimension: A Resource Guide for Teachers—Grades 7–12
(developed by Alberta Learning)

To support the explicit teaching of social competencies, this resource provides division-level indicators and/or outcomes in grades 7 to 12. These skills are taught through all subject areas, including Health and Life Skills. The resource also includes illustrative examples and performance measures for each division as well as recommended resources.

The goals of this resource are to:
- aid in the development of effective and developmentally appropriate strategies for social learning
- encourage and support the development of a supportive, safe and caring school environment that nurtures the social development of children
- teach and reinforce the attitudes, values and behaviours of positive family, community and social life, and ultimately, of responsible, productive citizenship.

Teachers may use this document to identify opportunities for teaching social skills across the curriculum. They can adapt the related exemplars and resources to emphasize social competencies in their own planning and instruction.

Endnotes

2. Adapted with permission from Edmonton Public Schools, *Combined Grades Manual 4/5* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), pp. 43, 44, 45.

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What are instructional strategies?

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can:
- motivate students and help them focus attention
- organize information for understanding and remembering
- monitor and assess learning.

To become successful strategic learners students need:
- step-by-step strategy instruction
- a variety of instructional approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas, and real-life situations
- opportunities to be independent and show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing own learning.

Effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences.

Instructional strategies that are especially effective in the health education program include:
- cooperative learning
- group discussion
- independent study
- portfolio development
- journals and learning logs
- role-playing
- cognitive organizers
- literature response
- service learning
- issue-based inquiry.

Cooperative learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes to the completion of the task. Success is based on the performance of the group rather than on the performance of individual students.

Program benefits

Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests and needs. These activities encourage students to take responsibility for their learning.

Tips for getting started

Consider the following suggestions for successful cooperative learning in the health education classroom.

- Keep groups small—two to five members is best (the larger the group, the more skillful group members must be).
- Create diverse groups; this allows everyone to learn from each other's differences.
- Structure groups in such a way that success depends on each group member being responsible for some part of the task.
- Initially, group students and assign roles within each group.
- Teach basic routines for classroom management, including forming groups quickly and quietly, maintaining appropriate noise levels, inviting others to join the group, treating all students with respect and helping or encouraging peers.
- Monitor behavioural expectations by scanning groups, using proximity and friendly reminders, sitting and watching a group for a while, revisiting expectations, and when necessary, reteaching expectations.
- Ensure individual students are aware of their roles and responsibilities within the group. Post a list of roles or give students cards describing specific roles.
- Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help when needed, reaching consensus and completing a task within the allotted time. Students need opportunities to practise these skills, and receive feedback and reinforcement.
- Allow students time to evaluate the cooperative learning process, both individually and as a group.

Think–pair–share

In think–pair–share, the teacher poses a topic or question. Students think privately about the question for a given amount of time, usually one to three minutes. Each student then pairs with a partner to discuss the question, allowing students to clarify their thoughts. Next, each pair has an opportunity to share their answers with the whole class.

Think–pair–share is a cooperative learning strategy that provides opportunities for students to:
- participate
- learn from others
- make connections.

Forming learning groups

There are many strategies to choose from when forming cooperative learning groups. Using a variety of strategies ensures that students have an opportunity to work with many different group members throughout the year.

Consider the following strategies for forming groups.

- **Pairing up partners**—Students pair up with someone who falls into the same category. For example, students pair up with the first person they meet who is wearing the same colour socks as them.

- **Pick a card**—Use old decks of cards to form groups. For example, to get groups of four, put together four king of spades, four queen of diamonds, and so on. Distribute the cards randomly and ask students to find the others with matching cards.

- **Chalkboard list**—This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

For additional ideas on forming learning groups, see *Energize! Energizers and Other Great Cooperative Activities for All Ages* by Carol Apacki.

Group roles

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include:[3]

- **Checker**—Ensures that everyone understands the work in progress.

- **Timekeeper**—Watches the clock and makes sure the group finishes the task within the time allotted.

- **Questioner**—Seeks information and opinions from other members of the group.

- **Recorder**—Keeps a written record of the work completed.

- **Reporter**—Reports on the group's work to the rest of the class.

- **Encourager**—Encourages everyone in the group to contribute and offers positive feedback on ideas.

- **Materials manager**—Gathers the material necessary to complete the task. At the end of the task, the materials manager returns materials and turns in the group's work.

- **Observer**—Completes a checklist of social skills for the group.

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Students need many opportunities to work in small groups to improve their ability to be part of a team. The number one reason people fail at their jobs is their inability to get along with coworkers. Cooperative learning creates opportunities for students to learn and apply important social and communication skills.

Cooperative learning is an effective strategy for the health education classroom. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

Group achievement marks

One controversial aspect of cooperative learning is whether or not to assign group achievement marks. Spencer Kagan, in O'Connor's *The Mindful School: How to Grade for Learning*, argues against using a group achievement mark for the following reasons.

- Group marks convey the wrong message. If grades are partially a function of forces entirely out of students' control, such as who happens to be their partners, that sends students the wrong message.

- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.

- Group achievement marks are responsible for parents', teachers' and students' resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Group discussions

Group discussions are an integral part of the health and life skills classroom. They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information.

Group discussions help students learn to articulate their views and respond to opinions that differ from their own. Group discussions may involve the whole class or a small group. Groups of two to six students work well. Participating in group discussions help students consider other people's perspectives and develop effective problem-solving skills.

Consider the following suggestions for using group discussions in the classroom.

- Create an atmosphere of openness and acceptance. Encourage students to show respect for the ideas and opinions of others even though they might not agree with them. Model this behaviour for students.
- Establish ground rules for discussion. Rules should include:
  - no put-downs
  - no interrupting
  - everyone has the right to pass.
- Be prepared to accept silence after a question. Give students the opportunity to think before they respond.
- Encourage students to formulate their own questions. Asking good questions is an important part of learning.
- Probe beyond neat and tidy answers. Encourage students to express what they really think, not simply say what they think the teacher or other students want to hear. Use "what if" questions. Present situations where there are no right or wrong answers. Offer situations in which people have a variety of opinions or emotions. Discuss the idea that sometimes the best solution is to agree to disagree.
- Ask "What else …" questions to encourage students to go beyond their first responses.
- Guard against inappropriate disclosure. Be vigilant in situations where students might reveal hurtful or embarrassing information about themselves. Head off such revelations.

Talking circles[4]

Talking circles are useful when the topic under consideration has no right or wrong answer, or when people need to share feelings. The purpose of talking circles is not to reach a decision or consensus. Rather, it is to create a safe environment for students to share their points of view with others. This process helps students gain trust in their classmates. They come to believe that what they say will be heard and accepted without criticism. They may also gain an empathetic appreciation for other points of view.

Talking circles may initially require a facilitator to ensure guidelines are followed. People are free to react to the situation in any manner that falls within the following guidelines.

• All comments, negative or positive, should be addressed directly to the question or issue, not to comments that another participant has made.

• Only one person speaks at a time. Everyone else listens in a nonjudgemental way to the speaker. Some groups find it useful to signify who has the floor. Going around the circle systematically is one way to achieve this. Passing an object, such as a feather, from speaker to speaker is another method.

• Silence is an acceptable response. No one should be pressured at any time to contribute. There must be no negative consequences, however subtle, for saying, "I pass."

• At the same time, everyone must feel invited to participate. There should be some mechanism to ensure that a few vocal people don't dominate the discussion. An atmosphere of patient and nonjudgemental listening usually helps shy students speak out and louder ones moderate their participation. Going around the circle in a systematic way, inviting each student to participate by simply calling each name in turn can be an effective way to even out participation. It is often more effective to hold talking circles in small groups.

• Students should avoid comments that put down others or themselves, such as "I don't think anyone will agree with me, but ...". Words like "good" or "excellent" are also forms of judgement.

Brainstorming

Brainstorming is an effective technique for generating lists of ideas, and creating interest and enthusiasm for new concepts or topics. Brainstorming provides teachers and students with an overview of what students know and/or think about a specific topic. Students can use brainstorming to organize their knowledge and ideas. The information gathered during brainstorming can be used as a starting point for more complex tasks, such as essay outlines or mind maps. The ideas can also be used to assist in the decision-making process.

Brainstorming serves a variety of purposes. It can be used to introduce new units of study, assess knowledge at the beginning or end of units, review information for tests, generate topics for writing assignments or projects, solve problems or make group decisions.

Establish brainstorming ground rules such as:
• accept all ideas without judgement
• everyone participates
• focus on quantity rather than quality.

During the brainstorming activity, record single words or phrases. Continue brainstorming until ideas run out or the time limit is over. Review the ideas and look for ways to combine and/or sort them.

Independent study[5]

Independent study is an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. Independent study can be effectively used in upper elementary and junior high health programs. This learning strategy works best with students who have a high degree of self-directedness and a mastery of basic research skills.

The general purposes of independent study include:
- learning to gather, analyze and report information
- encouraging in-depth understanding of specific content areas
- making connections between content and real-life applications.

Basics

A successful independent study project depends on recognizing and planning for these basic elements:
- cooperative teacher–student planning of what will be studied and how it will be shown
- alternative ideas for gathering and processing information
- multiple resources that are readily available
- teacher intervention through formal and informal student–teacher communication
- time specifically allowed for working and conferencing
- working and storage space
- opportunities for sharing, feedback and evaluation
- student recognition for expertise and finished product
- established evaluation criteria.

Student–teacher interaction

Regular student–teacher interaction is essential during independent study. The interaction may be formally structured conferences or casual conversations as teachers circulate while students are working. Teachers interact with students in order to:
- keep in touch
- help with problem solving
- provide direction
- open up new areas for exploration and production
- give encouragement
- introduce, teach and/or reinforce the needed skill.

Independent study plans

In developing independent study plans, it is important to:

- select topics or issues that are motivating
- discuss and brainstorm possible questions
- identify key questions to pursue and answer
- develop plans and time sequences
- locate and use multiple resources
- use learning to create products
- share findings with classmates
- evaluate the process, products and use of time
- explore possibilities that could extend studies into new areas of learning.

Independent study & research

Select a topic

Questions to answer

Organize information

Sources of information

Share information

Evaluation of study
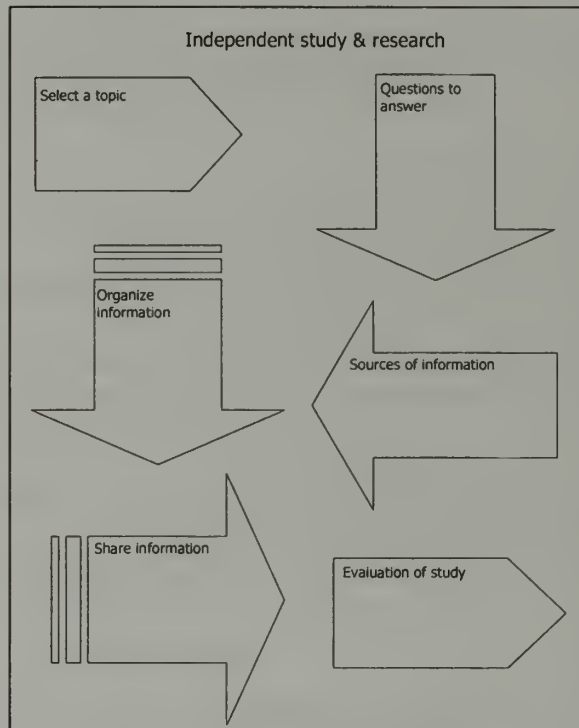
(See *Student activity master 1: Independent study and research* on page 1 of Appendix C.)

Topics for independent study

Topics can come from a variety of sources:

- learner outcomes in the Health and Life Skills Program of Studies, such as the effects of smoking
- an extension of the regular curriculum, such as how volunteers contribute to the economy of the community
- a problem to be solved, such as finding out what motivates young people to participate in high-risk sports
- an event in the environment, such as the effect of new smoking bylaws on the local social and business scene.

Readiness for independent study

Students are at varying levels of readiness for independent work.[6] Use this chart to identify where students are on a continuum, from having basic skills to being ready to assume the full responsibility and challenge of self-guided learning.

Progression toward independent learning over time

Basic skills of independence	Structured independence	Shared independence	Self-guided learning
• Making choices • Finding answers • Using resources • Planning time • Basic elements of critical and creative thinking • Goal setting • Follow-through • Discussion of goal attainment	• Selecting from among topics • Completing open-ended assignments • Posing and answering questions • Following preset timelines • Self-evaluation according to prepared criteria • Skills of problem solving • Documenting stages in the process	Student poses and teacher refines: • Problem • Design • Timelines • Process • Evaluation criteria Student documents process (Metacognition) Teacher monitors process	Student plans, executes, evaluates Teacher is available for consultation and feedback as needed

High teacher structure
Low student determination
Short-term potential
In-class completion

Low teacher structure
High student determination
Long-term potential
Out-of-class completion

Many students are between categories of development at any given time. For example, one student may be quite capable of generating a problem for study and a design for investigating the problem, but lack skills of adhering to timelines without close teacher supervision. Teachers need to know:

- that movement toward independence is developmental
- that there are specific skills required in order to develop independence
- that students vary in their readiness to apply certain skills
- what level of readiness each student has, and encourage maximum application of skills at that level.

Suggestions for successful independent study

When students are ready to begin working at a shared independence or self-guided level, they are ready to design independent studies with reasonably well-developed degrees of student determination and out-of-class, long-term investigation potential. The following guidelines ensure greater success in independent study projects and may be modified for the readiness level of students.[6]

- Have students propose a topic for study that they really care about. This maximizes intrinsic motivation and goes a long way toward ensuring follow-through.

- Encourage students to read broadly about the topic before they describe the project. This ensures they understand the issues they will be studying before they proceed.

- Help students use a variety of resources for their study, including people, print resources and other media.

- Have students find problems or issues that professionals in the field think are important and might choose to study.

- Ensure that students develop timelines for completing the whole task as well as components of it. Keeping a simple calendar of the time spent and tasks completed on a given day may be useful in helping students and teachers monitor progress and work habits. Many students at the shared independence level need to have teachers and peers critique their work as it progresses to reduce procrastination and monitor quality. For these students, it is helpful to establish check-in dates.

- Have students plan to share their work with an audience that can appreciate and learn from what students create. Students should participate in identifying and securing these audiences. Audiences may range in size from one to many.

- Help students develop awareness of a range of possible final products.

- Have students generate criteria to evaluate their products. These rubrics should be developed early in the process and modified as the project develops. Criteria give students a sense of power over their own work and help teachers evaluate final products fairly and objectively.

- If independent projects are part of class work, ensure students understand:
  - when it is appropriate to work on the independent study
  - where in the classroom and within the school they may work
  - what materials need to be at school for in-class work
  - other ground rules for in-class independent study.

Portfolio development

Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Purposes

Students may develop a portfolio for many purposes, including:

- documenting their activities and accomplishments over an extended period of time
- monitoring and adjusting their actions and plans
- communicating their learning with others
- expressing and celebrating their creative accomplishments
- providing a foundation by which to assess their personal growth and skill development, and to set future goals.

Portfolios develop students' organizational skills and increase their sense of responsibility and ownership in their work. Students are encouraged to produce their best work, value their own progress and select products for their portfolio that represent what they are learning.

Benefits

Portfolio development can be a useful strategy in health education because it allows teachers to see students' thinking. It also gives students a format and motivation for completing assignments and is helpful in assessing and communicating student learning. Portfolios allow students a measure of autonomy and self-expression that can be highly motivating.

Process versus product

Although the ultimate goal of a portfolio is a *product*, the *process* of creating that product is where the most learning takes place.

The portfolio process has four steps.
1. Collect
2. Select
3. Reflect
4. Share.

Step 1: Collect

Throughout the term, students should maintain a collection of their class work and any other pieces that show relevant skills and achievement. It is important to have effective strategies in place to organize and manage portfolio selections. *Success for All Learners: A Handbook on Differentiating Instruction* offers the following tips on managing portfolios.[7]

- Choose and use a system to store all work until portfolio selections are made. Storage boxes, manila envelopes, unused pizza boxes and three-ring binders are all sturdy, inexpensive options.
- Provide students with checklists of requirements to help them collect, select and organize their pieces. Checklists can double as the table of contents for younger students.
- Include photographs of projects and activities at various stages of development. Photos can document skills in action.

- Write captions for various pieces on index cards and clip them to the samples.
- Have readers of the portfolio (teachers, parents, peers) fill out a feedback form or attach their feedback to various pieces.

Step 2: Select

It is important to establish clear criteria for what is to be included in portfolios. Teachers and students need to work together to establish criteria and begin the selection process. At certain points in the term, students must reflect on the pieces in their collections, assess them against these criteria and make appropriate selections.

A basic portfolio contains:[8]

- a cover page
- a table of contents
- a statement of student goals
- items that represent understanding of concepts
- items that illustrate the process of learning, such as excerpts from learning logs and journals or a sample project in all its stages, along with the student's commentary on decisions made along the way
- performance items that demonstrate applications of concepts and skills
- self-assessment rubrics
- labels and captions that identify items, explain the context in which they were produced and provide reasons for choosing them (see sample portfolio ticket below).

Portfolio Ticket

I chose this piece of work because _____
_____.

It really shows that I'm improving _____
_____

I did this ☐ by myself
            ☐ with a partner
            ☐ _____
            ☐ _____

Signed _____   Dated _____

Other content possibilities include:[8]

- a piece chosen from the student's work by a classmate, with a caption explaining why he or she considered the piece a valuable addition
- a piece from another subject area that relates to the health and life skills program, such as a graph created for math that shows daily activity choices of students
- an artifact from outside the school demonstrating the transfer of concepts and skills, such as a letter to the editor on a health-related issue.

In *The Mindful School: The Portfolio Connection*, Burke, Fogarty and Belgrad offer a sample list of criteria, which includes:[9]

- accuracy of information
- connection to other subjects
- correctness of form
- creativity
- development of process
- diversity of entries
- diversity of multiple intelligences
- evidence of thoughtfulness

- growth and development
- insightfulness
- knowledge of concepts
- organization
- persistence
- progress
- quality products
- self-assessment
- visual appeal.

This list could be used both to select portfolio items and to develop assessment criteria.

Step 3: Reflect

Teachers can use the portfolio process to teach students to critique their work and reflect on its merits. As students review their samples, teachers can prompt students' analysis and decision-making skills by asking them to think about these questions.

- What really makes something your best work?
- What examples do you want to keep in your portfolio to represent what you are learning in health throughout the year?
- How is this product different from other pieces of work?
- How does the product show something important that you think or feel?
- How does this product demonstrate a new skill you are learning?
- How does this product demonstrate the progress you've made in a specific topic of health education?

Step 4: Share

The final stage in the portfolio process is sharing the portfolio with others. Portfolios can be presented in many different formats, including the following:

- print format (text, pictures, graphics)
  - folder
  - scrapbook
  - binder with dividers and/or page protectors
- portfolio case format—zippered case or box large enough to hold materials such as art work
- multimedia format, such as videotapes and audiotapes, CD-ROMs or photographs
- Internet or web-based format.

It may be useful to maintain two portfolio files or binders: one binder could contain all material from the "collect" stage and the second could be a final "share" version.

For more ideas on portfolio development, see *Assess, Evaluate and Communicate Student Learning,* pages 124–126 of this guide.

Inside a sample health and life skills portfolio

A solution to an open-ended question showing originality and creative problem solving

A report of a group project, with comments about the individual's contribution; for example,
- a survey of volunteer opportunities in the community
- a review of current television shows that depict teen lifestyle

Work from another subject area that relates to health, such as data collected about eating habits and presented in a graph for math class

A health autobiography

A list of important health and life skills questions generated by the student, with or without answers

Completed self-assessment checklists

The focus in student portfolios is on:
- student thinking
- growth over time
- health and life skills connections
- the decision-making and goal-setting processes.

Art work, such as collages, advertisements, storyboards

Graphic organizers such as K–W–L, a Venn diagram or a T-chart

Excerpts from response journal

Notes from an interview

A table of contents

Computer disc containing a PowerPoint presentation

Draft, revised and final versions of research project on a health issue, including such items as writing, diagrams, graphs and charts

A photo or sketch of a student's presentation to the class

A ticket attached to each product briefly explaining the learning context and why this piece was chosen for the portfolio

Goals and action plans outlining commitment to improved health

Journals and learning logs

Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

In the health and life skills classroom, use journals to:[10]
- record key ideas from presentations, lectures or reading assignments
- make predictions about what will happen next in school, national or world events
- record questions
- summarize the main ideas of a book, film or reading
- connect the ideas presented to other subject areas or students' personal lives
- monitor change in an experiment or event over time
- respond to questions
- brainstorm ideas
- help identify problems and issues
- identify solutions and alternatives
- keep track of the number of problems solved or articles read.

Journals are useful tools in the health curriculum because they give students an ongoing opportunity to reflect on their learning. Students need opportunities to process what they have just learned and reflect on how that learning affects their lives.[11] Keeping logs and journals are two strategies that reinforce reflective teaching and learning by helping students construct knowledge for themselves.

Process new information

Learning logs and journals can be used to process new information during class time. Teachers can give direct instruction in 10- to 15-minute segments, and then ask students to write down key ideas, questions, connections or reflections. This gives students an opportunity to think about new materials, clarify confusion, discuss key ideas and process information before moving on to new material.[12]

Learning log

Name _____ Topic _____ Date _____

Key ideas:
Connections:
Questions:

There are a number of benefits learning logs offer.[13]
- They provide students with a format for identifying and remembering key ideas.
- They allow students more time to process information.
- They can be used to review for quizzes and tests.
- They can be included in portfolios.
- They allow students who miss a class to borrow logs from friends to keep up with class work.
- They allow teachers to identify confusion or misunderstandings during the lesson and make adjustments to instruction.
- They allow students to connect ideas they are learning to real-life experiences and concerns.

Promote reflection and higher-level thinking

The following journal format uses questions to encourage students to reflect on what they learned at the beginning of a lesson, in the middle and at the end.[14]

At the beginning of the lesson
- What questions do you have from yesterday?
- Write two important points from yesterday's discussion.

In the middle
- What do you want to know more about?
- How is this like something else?
- Is this easy or difficult for you? Explain why.

At the end
- Something you heard that surprised you …
- How could you use this outside class?

A related journal format encourages students to reflect on their learning by looking back, looking in and looking forward.[15]

Looking back
- What activities did we do?
- What did I learn?
- How does what I learned relate to the real world?

Looking in
- What did I like or dislike about the learning experience?
- How do I feel about what I learned?
- What questions or concerns do I have about what I learned?

Looking forward
- What would I like to learn more about?
- What goal could I set for myself?
- How might what I learned help me in the future?

Self-assessment

Work with students to develop self-assessment tools that encourage them to set higher goals in their journal writing. Two interesting formats from Kay Burke's *How to Assess Authentic Learning* look at the level of thoughtfulness, depth and personalization of students' responses.[16]

Journal response

0	1	2	3	4
undeveloped	partial	adequate	interesting	powerful
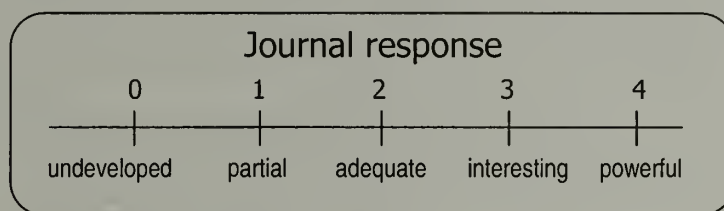
Journal response

Little evidence of thoughtfulness 1	Some evidence of thoughtfulness 2	Strong evidence of thoughtfulness 3
Response only	Response supported by *specific examples*	Response supported by *examples* and *personal reflections*

Management tips

Consider the following suggestions for using journals in the health and life skills classroom.

- Allow students to mark any entry "private." Entries marked private are read only by the teacher. They will not be shared with others without students' permission.
- Respond to journal entries by asking questions that guide students' decision-making or problem-solving process.
- Focus on expression of ideas rather than mechanics of spelling and neatness.
- Throughout the term, ask students to revisit their journal entries and identify how their thoughts and ideas have changed.

Role-playing

Important objectives of the Health and Life Skills Program of Studies include helping students build communication skills, express feelings and increase awareness of how others think and feel. Role-playing provides students with opportunities to explore and practise new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by "walking in another's shoes."

Role-playing is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students have an opportunity to discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

When using role-plays in the health and life skills classroom:
- always have students role-play the positive aspects of a skill or situation
- if it is necessary to role-play a negative situation, the teacher should take on the negative role
- provide a specific situation
- provide a limited time for students to develop and practise their role-plays (5 to 10 minutes is usually sufficient)
- limit the use of costumes and props
- provide students with tips for participating and observing.

Tips for participating

Share the following tips with role-play participants.
- Face the audience, and speak loudly and clearly.
- Don't rely on props or costumes. Use body language to communicate your message.
- Focus on your role-play partners and the message you want to communicate.

Encourage students to assess their participation by asking themselves the following questions.
- Am I identifying with the people involved?
- Are all the important aspects of the situation portrayed?
- Are the ideas from the planning session used in the role-play?
- Are new skills or concepts used accurately?

Tips for observing

Share and discuss the following tips for being a supportive observer.
- Demonstrate good listening by being quiet and attentive during the role-play.
- Show support by clapping and using positive words of encouragement and feedback.
- Laugh at the appropriate moments. Do not laugh at role-play participants.

Ongoing assessment

During role-play, observe how students handle the situations represented and consider the following questions.

- Are concepts being expressed accurately in language and action?
- Are any students confused or uncertain about the purpose of the role-play, the situation or their roles?
- Should space or materials be changed?

To extend the learning from role-plays, consider the following questions.

- What issues were clarified through the role-play?
- What misconceptions might have been presented?
- What questions did the role-play raise?
- What new information is needed?
- What links does this role-play have to future tasks that extend or broaden the topic?

Role-playing can be an effective strategy for practising new skills and exploring new ideas in the health and life skills classroom. It addresses several of the multiple intelligences, and can be a motivating and memorable learning activity.

Cognitive organizers

Cognitive organizers (also known as key visuals or graphic organizers) are formats for organizing information and ideas graphically or visually. Just as cooperative learning groups make student thinking audible, cognitive organizers make student thinking visible.

Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships. They demonstrate not only *what* students are thinking but also *how* they are thinking as they work through learning tasks. Examples of cognitive organizers include Idea builders, T-charts, Venn diagrams, P–M–I charts, decision-making models, K–W–L charts and mind maps.

To teach students how to use cognitive organizers:

- use cognitive organizers to plan and introduce your lessons
- show examples of new organizers, and describe their purpose and form
- use easy or familiar material to model how to use organizers
- model organizers on the board, overhead or chart paper, using a "think-aloud" format
- give students opportunities to practise using the format with easy material
- coach them at various points in the process
- share final products; discuss what worked and what didn't, and give students an opportunity to revise information
- provide students with many opportunities to practise using cognitive organizers

- use cognitive organizers with a range of topics and issues
- encourage students to evaluate which organizers work best in which learning situations.

Cognitive organizers work well in the health and life skills classroom because they give students an opportunity to apply their learning and give teachers information about what students are thinking.

Look for opportunities throughout the health and life skills curriculum to create new graphic organizers that fit the needs of different learner outcomes and activities.

Idea builders

Idea builders create a context for introducing and/or clarifying new concepts or ideas. They help students make connections between what they know and what they will be learning. They help students gather information related to a concept by identifying essential and nonessential characteristics, examples and nonexamples. They encourage students to examine concepts from multiple perspectives, to develop inductive and divergent thinking, and to focus their attention on relevant details.

Idea builder

1. Key idea
   hazardous

2. Draw it
   BEWARE of DOG!

3. Facts
   - not safe / dangerous
   - you can get sick or hurt
   - hazardous things can be inside your house or outside in the community.

4. Sample sentence
   Kids needs to stay away from things that are hazardous.

5. Examples
   - bleach   · thin ice
   - medicine   · power lines
   - matches

6. Non-examples
   - spaghetti
   - playground
   - skating rink

7. Definition
   Hazardous means dangerous. Everyone needs to be careful around things that are hazardous or they might get hurt.

In health and life skills instruction, Idea builders can be used for basic concepts, such as immunization, assertiveness or hazardous materials. They are especially helpful for English as a Second Language (ESL) students or students with special needs who require support in understanding new concepts.

For a template of this tool, see *Student activity master 2: Idea builder* on page 2 of Appendix C.

T-charts

T-charts help students organize their knowledge and ideas, and see relationships between pieces of information. T-charts can have two, three or more columns.

As students explore many feelings and behaviours within the health curriculum, T-charts can be valuable tools for creating visual pictures of what target behaviours (such as cooperation or resiliency) look, sound and feel like. They can also be used to compare and contrast different situations.

Triple T-chart

Title/Topic: Things you need to be healthy and happy at each stage of your life.

Infant	Young child	Adolescent
hugs/kisses	food/drink	. friends
food/drink	exercise	food
toys	sleep	goals
routine	toys	exercise
fresh air	friends	responsibility
sleep	routine	acceptance
	hugs/kisses	

For a template of this tool, see *Student activity master 3: T-chart* on page 3 of Appendix C.

Venn diagrams

Venn diagrams compare and contrast information about two or more objects, concepts or ideas. They help students organize information and see relationships. They can be used after such activities as reading text, listening to a speaker or viewing a film.

There are many opportunities for comparing and contrasting behaviours or practices in the health and life skills program. For example, students could use Venn diagrams to compare and contrast safe and unsafe, or healthy and unhealthy habits, like the example below. Venn diagrams can also be expanded to three or more interlocking circles in order to compare a number of issues or concepts.

Venn diagram

healthy eating habits

unhealthy eating habits

1. can help prevent illness
2. long-term energy
3. nutritious food choices
4. keep sugar, salt and fat to a minimum
5. helps maintain or achieve a healthy weight
6. part of a healthy lifestyle
7. _____
8. _____
9. _____

- can make you sick
- short-term energy
- satisfy hunger
- give your energy
- can be meals or snacks
- include foods that taste good

- no nutritional benefits
- high in sugar, salt and fat
- can lead to weight gain and obesity
- an unhealthy lifestyle choice

Differences   **Similarities**   **Differences**

For a template of this tool, see *Student activity master 4: Venn diagram* on page 4 of Appendix C.

P–M–I charts

Students can use Plus, Minus and Interesting (P–M–I) charts to compare and contrast situations, ideas or positions. P–M–I charts give students a format for organizing information, and evaluating their knowledge and ideas. Students can use this activity as a precursor to for making informed decisions.

P–M–I Decision-making chart

Question: I have been offered the answers to the Science midterm. Should I take them?

Choice 1
Take the answers.

Choice 2
Say "Thanks, but no thanks."

Plus	Minus
· I could ace the midterm.	· I might get caught.
· I would raise my average.	· I'll feel guilty
· I wouldn't have to study as hard.	· I won't really know the material for the final exam.

Interesting
(Give reasons why)
- a number of my friends have taken the answers to avoid studying
- if I cheat once it might be easier to cheat again

Plus	Minus
· I feel good about myself	· I might not do as well on the test
· I'll be better prepared for the final exam	· The friend who offered me the answers might be upset with me

Interesting
(Give reasons why)
Ms. Johnson is my favourite teacher and I know her exam will be fair.
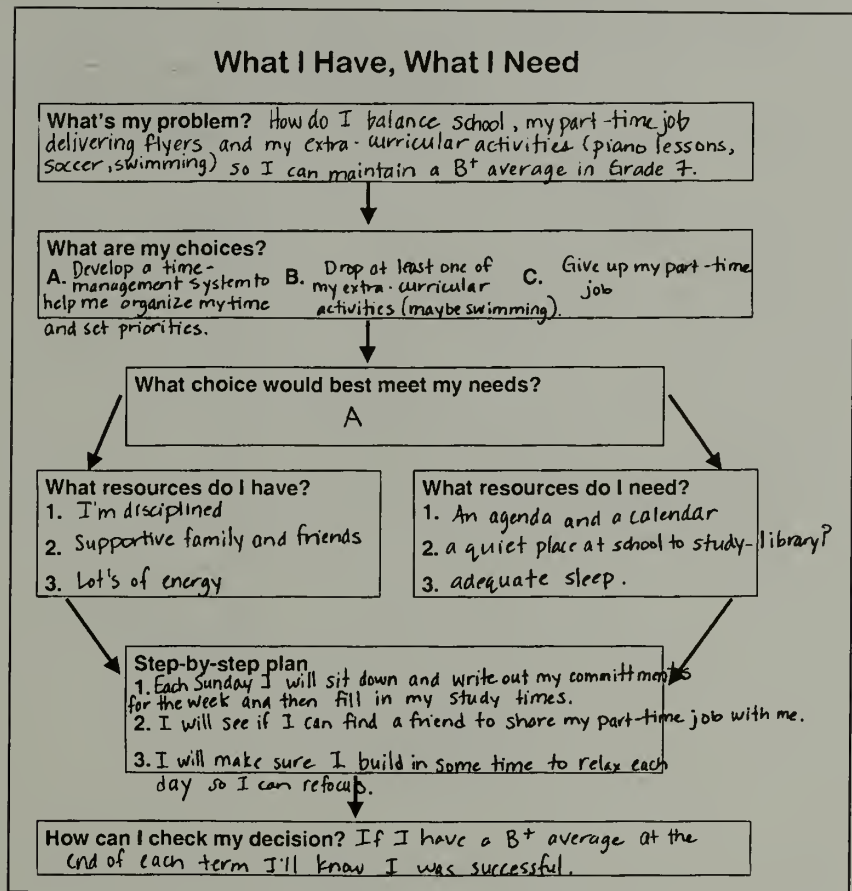
My Decision

I'll say "No, thank you." and prove I can do just as well on the test by using my study strategies to help me prepare for it.

For a template of this tool, see *Student activity master 5: P–M–I Decision-making chart* on page 5 of Appendix C.

Decision-making models

Decision-making models are a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for solving a problem or making a decision. By breaking problem solving into a step-by-step process and generating alternate solutions, students can become better and more creative problem solvers.

What I have, What I need is an example of a decision-making model.[18]

What I Have, What I Need

What's my problem? How do I balance school, my part-time job delivering flyers and my extra-curricular activities (piano lessons, soccer, swimming) so I can maintain a B⁺ average in Grade 7.

What are my choices?
A. Develop a time-management system to help me organize my time and set priorities.
B. Drop at least one of my extra-curricular activities (maybe swimming).
C. Give up my part-time job

What choice would best meet my needs?
A

What resources do I have?
1. I'm disciplined
2. Supportive family and friends
3. Lot's of energy

What resources do I need?
1. An agenda and a calendar
2. a quiet place at school to study - library?
3. adequate sleep.

Step-by-step plan
1. Each Sunday I will sit down and write out my committments for the week and then fill in my study times.
2. I will see if I can find a friend to share my part-time job with me.
3. I will make sure I build in some time to relax each day so I can refocus.

How can I check my decision? If I have a B⁺ average at the end of each term I'll know I was successful.

For a template of this model, see *Student activity master 6: What I have, What I need* on page 6 of Appendix C.

There are many opportunities in the health curriculum to use problem-solving and decision-making skills. For other decision-making models to use across grade levels, see *Student activity master 22: Use your decision-making steps* on page 23 of Appendix C and *Student activity master 24: Decision-making tree* on page 25 of Appendix C.

K–W–L charts[17]

K–W–L charts help students understand what they *know* (K), what they *want to know* (W) and what they *learne*d (L) about a certain topic or issue. They are an effective visual tool to tap into students' prior knowledge and generate questions that create a purpose for learning. K–W–L charts can be used to introduce new topics or concepts, or when reading, viewing videos, preparing for guest speakers or going on field trips. They can also be a guide for research projects.

K–W–L chart

K	W	L
(List what you already **know** about the topic.)	(List questions about what you **want to know** about the topic.)	(Using your questions as a guide, write all the information you **learned**.)

For a template of this tool, see *Student activity master 7: K–W–L chart* on page 7 of Appendix C.

Mind maps

Mind mapping was developed in the early 1970s by British author and brain researcher Tony Buzan. It is an easy way to represent ideas using keywords, colours and imagery. Its nonlinear format helps students generate and organize ideas. Students can record a large amount of information on one piece of paper. Mind mapping allows students to show connections between ideas. Mind mapping integrates logical and imaginative thinking, and provides an overview of what students know and think about a particular topic.

Webs are simple mind maps. Adding pictures, colours and key words transforms them into a more powerful learning, memory and idea-generating tools. The following example is a mind map illustrating one student's personal learning style.[18]
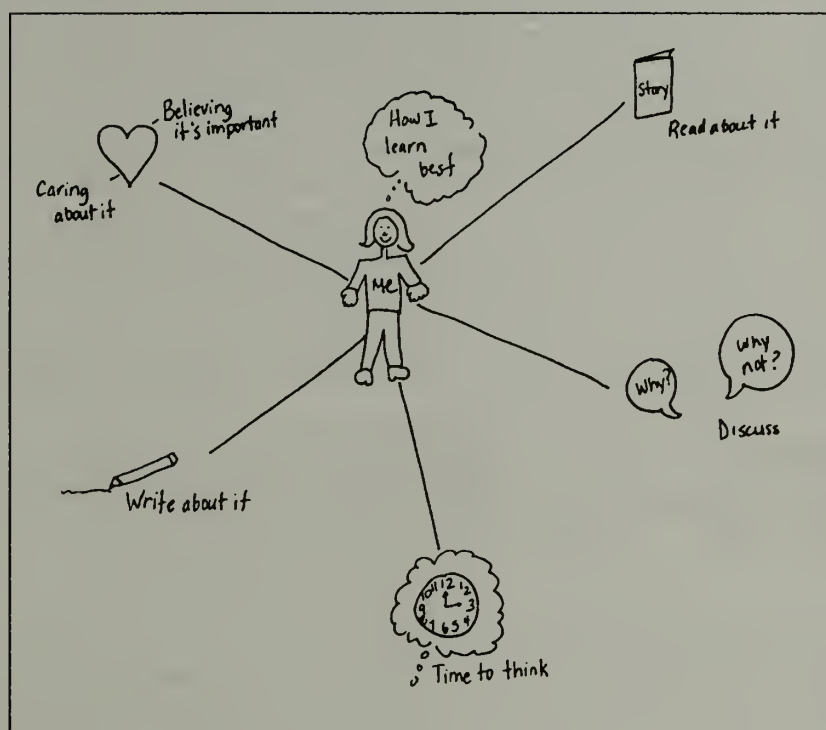
Literature response

Using literature in the health and life skills classroom allows students to increase their knowledge and understanding of the world and themselves. Literature allows students to vicariously experience new situations and identify with the experiences of characters.

Literature can also foster cross-curricular collaboration. Find out what novels students are reading in language arts and look for authentic ways to link health outcomes with themes in those novels.

Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Responding to literature may take place at any stage of reading. Students can make predictions prior to reading a story. They can stop at various points in the story to make a comment, respond to what is happening or make further predictions. Finally, they can respond to what they read through a variety of post-reading activities.

While keeping a journal is a common way to have students respond to what they read, there are many other ways. These include:
- writing a letter to a character
- drawing (for example, various options a character might have, a personal experience evoked by the story)
- developing a role-play based on a story
- writing a different ending or a sequel to the story.

Service learning

Service learning is a goal-setting and action process that positively affects others. All students can participate in service learning. Service learning provides benefits for everyone involved.[19]

For students, benefits include:
- strengthening academic knowledge and skills by applying them to real problems
- building positive relationships with a variety of people
- getting to know people from different backgrounds
- discovering new interests and abilities
- setting goals and working through steps to achieve them
- working cooperatively
- taking on leadership roles
- learning the value of helping and caring for others.

For teachers, benefits include:
- having meaningful, close involvement with students
- reaching students who have difficulty with standard curriculum
- establishing home/school/community partnerships
- helping the school become more visible in the community
- promoting school spirit and pride
- building collegiality with other school staff.

For the school and community, benefits include:

- increased connectedness between students, their schools and their communities
- improved school climate as students work together in positive ways
- more positive view of young people by the community, leading to stronger support for youth and schools
- greater awareness of community needs and concerns
- increased community mobilization to address key issues.

Sample service learning projects[20]

Goal: To make school a positive place for everyone.

Possible projects

- Create posters with positive messages on friendship, cooperation, crosscultural understanding, school spirit and other topics.
- Start school-wide campaigns to eliminate put-downs. Make posters, organize noon-hour events and involve school staff.
- Begin campaigns using posters, buttons and bulletin boards to encourage students to strive toward higher academic achievement. Develop special awards for improvement. Organize mini-workshops and tutoring programs.
- Plan appreciation days for school staff.
- Plan appreciation days for school volunteers.

Goal: To beautify the school.

Possible projects

- Organize school clean-up campaigns.
- Plant flowers and trees around schools.
- Organize halls of fame with photos of outstanding graduates.
- Sponsor campaigns to keep schools litter-free.
- Paint murals on hallways or walls.

Goal: To make a positive contribution to seniors in the community.

Possible projects

- Write letters to house-bound seniors who would enjoy receiving mail.
- Adopt grandparents in the community.
- Plan holiday dinners for senior citizens at nursing homes.
- Invite senior citizens for special days of sharing and discussion.
- Create handmade gifts for special occasions.
- Send handmade birthday cards to people celebrating 80+ birthdays.

Goal: To contribute to young families in the community.
Possible projects
- Plan special parties for children in day care.
- Present puppet shows in an elementary school.
- Teach simple craft projects to children in after-school programs.
- Read stories to children in elementary school.
- Organize on-site babysitting services for special parent and community meetings held at the school.

Goal: To improve living conditions for people struggling in the community.
Possible projects
- Cook and serve meals at community centres.
- Collect food, clothing and toys for distribution at local shelters.
- Learn about the local homelessness situation and write letters of concern to community officials suggesting strategies for improving the living situations of people who are homeless.

Turning service projects into service learning

Service learning moves beyond service projects. Sometimes, in completing service projects, students remain detached from the experience and fail to believe that their efforts are worthwhile. Service learning offers students opportunities to better understand the purpose and value of their efforts. Students who complete all the following five steps of service learning become aware that their actions make a difference.

Five steps of service learning

Step 1: Prepare

With guidance, students determine needs to address in the school and community. Students list questions they have about the issues and research the answers. Students need to clearly understand why their project is significant and how it will benefit their community. Students need to define desired outcomes and goals, choose projects that respond to authentic needs in the school or community, and consider how they can collaborate with parents and community partners to address these needs.

Choosing a service project

Identified Need: _____

1. List reasons this is an important need for the class to address.
   _____
   _____
   _____

2. What is one short-term project the class could do to address this need?
   _____
   _____
   _____

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)
   _____
   _____
   _____

4. What challenges or barriers might keep this project from being successful?
   _____
   _____
   _____

5. What are *two* long-term projects the class might carry out to address this need?
   _____
   _____
   _____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark. OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 65. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

(See *Student activity master 8: Choosing a service project* on page 8 of Appendix C.)

Step 2: Plan

Students develop a step-by-step plan and timeline. Each student needs to be responsible for part of the project. Encourage students to consider ways to communicate effectively with the school community, parents and the community at large. Providing information about the project encourages others to participate. Consider possible challenges and roadblocks and how they might be overcome. Teachers need to ensure that the learning provides meaningful service and real consequences.

Making it happen

Service Project Plan

1. The need we will address: _____

_____

2. A brief description of our project: _____

_____

_____

_____

3. Our project goals: _____

_____

_____

_____

_____

4. Our committee: _____

_____

_____

_____

Jobs to be done	Who will do them?	Timelines
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Step 3: Put the plan into action

Ensure students assume as much responsibility as possible. Service learning needs to occur in an environment that is safe, and allows for mistakes and successes. Involve parents and screened community volunteers. Monitor performance and safety on a regular basis.

Step 4: Review and reflect

Acknowledge and celebrate the participation of everyone involved. Guide the process of systematic reflection, using various methods, such as role-plays, discussion and journal writing. Have students describe what happened, record the contribution made, discuss thoughts and feelings, and place the experience in the larger context of the community and society.

Reviewing the service learning project

Answer the following questions.

1. What skills did the class use to carry out this project?

   _____

   _____

   _____

   _____

   _____

   _____

2. What was accomplished through this project?

   _____

   _____

   _____

   _____

   _____

   _____

3. What can we do to improve our next project?

   _____

   _____

   _____

   _____

   _____

   _____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Step 5: Demonstrate

To reinforce learning, students must demonstrate mastery of skills, insights and outcomes by reporting to their peers, families and communities. Students could write articles or letters to local newspapers regarding local issues, or extend their experience to develop future projects in the community.

Successful service learning projects:
- create awareness of issues for students and for community members
- create awareness that youth are a resource in the community

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- involve community members—guest speakers from a variety of sources are often willing to support service learning projects
- use existing resources—find ways to use what is in the classroom rather than raise or spend money on the project. For example, student art can decorate the walls of a drop-in centre or be laminated for place mats in a kindergarten snack program.

It is essential that at the end of service learning projects, students have opportunities to privately and publicly reflect on what they contributed and learned through the project.

Issue-based inquiry

The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

In the teacher resource *Controversy as a Teaching Tool*, MacInnis, MacDonald and Scott outline a six-step social action model to help students examine issues and conduct an issue-based inquiry.[21] The steps are:
- identify the issue
- investigate the issue
- make a decision
- defend a position
- take action
- evaluate results.

This step-by-step approach creates opportunities for students to examine issues systematically in a hands-on way. This model, or selected activities within the model, can be used in a variety of ways and with a variety of topics within the health and life skills classroom.

Identifying issues

Real issues are meaningful and valid to students because they face them on a daily basis. The more controversial the issue, the greater the risk of bias. However, this is the very type of issue that needs to be examined.

Work with students to generate a list of real issues that align with the health and life skills curriculum, are relevant to the community, and are of interest to students.

An effective issue-based inquiry:
- focuses on an important theme or issue
- begins with an experience that all students have in common—in this way, new knowledge can be built on past experience
- allows for students to be involved in decision making.

When choosing an issue, be sensitive to the social and political realities of the community. Consider how examining a particular issue could potentially affect the life of a student, a family and/or the community. For example, debating certain environmental issues in certain communities could serve to escalate bitterness between family members and/or community members.

Regardless of the issue selected, ensure there are sufficient resources available to address the issue in a comprehensive and bias-balanced manner.

Sample health-related issues for inquiry-based learning activities

These issues can be adapted for case studies, debates, role-plays, discussions, position papers or special projects.

Kindergarten
- What kind of snacks should be allowed at recess?
- Should children have to share toys they bring to school?
- How can Kindergarten children help older children?

Grade 1
- Is a 15-minute recess long enough for children to be physically active during the school day?
- Should all bike riders have to wear helmets?
- What kind of volunteer jobs should students do in the classroom?

Grade 2
- Should all junk food be banned as recess snacks?
- Should all children riding their bikes to school be required to wear a bicycle helmet?
- What kind of volunteer jobs should students do in the school?

Grade 3
- Do all students need water bottles at their desks?
- Should students be allowed to choose their own learning groups?
- Should parents limit the television viewing and computer time of their children?

Grade 4
- Should smoking be banned in all public places?
- Are Grade 4 students ready to use the Internet on their own?
- Do you have a responsibility to be a role model to younger children?

Grade 5

- How could we ensure children brush their teeth at school after lunch?
- If there is a child with peanut allergies in the school, should all peanut products be banned?
- Should students try to mediate conflicts between other students?
- Should caffeine be banned as an additive to snacks and drinks for children?

Grade 6

- Should schools have dress codes?
- Should children be paid for doing chores at home?
- Should all tattoo and body piercing establishments be supervised by health-care professionals?
- Who is responsible for people's safety? Should it be an individual's sole responsibility or does the community need to enforce rules and laws to keep people safe?

Grade 7

- Should junior high students have part-time jobs?
- Should students be expected to do things they are uncomfortable doing, such as public speaking, as part of course requirements?
- Should there be tighter controls on advertisements aimed at junior high students?
- Should there be tighter controls on the portrayal of violence in the media? How could this be done? Who would do it?

Grade 8

- Should it be illegal to drink alcohol during pregnancy?
- Should school start time be changed to later in the morning to adjust to the typical teenager's sleep patterns?
- Are employers responsible for the safety of their employees or is it an individual responsibility?
- Should fast food restaurants be required to post nutritional information for all food sold in their restaurants?

Grade 9

- Should pop and junk food be sold in schools?
- How can Internet health information be monitored and controlled for accuracy and reliability?
- Should alternative health practices and treatments be monitored by the government? Should the cost of alternative health treatment be covered by public health plans?
- Should all students be required to take physical education classes in each year of high school?
- Is it always necessary to manage your feelings? How do you balance the need to express yourself with the need to maintain self-control?

Controversy and bias

Bring any group of people together and sooner or later a disagreement will break out on some issue. Issues become controversial when differing positions are taken. The degree of controversy depends upon the intensity of the emotions aroused.

The examination of controversial issues is an important part of the democratic process and has an important place in the classroom. Dealing with controversial issues is essential in order to view and weigh multiple perspectives effectively, and enhance conflict resolution skills.

What is controversy?

Define controversy.

_____

_____

_____

_____

Describe three *causes* of controversy.

1. _____

2. _____

3. _____

Describe three possible *benefits* which can result from controversy.

1. _____

2. _____

3. _____

Describe three *dangers* which can result from controversy.

1. _____

2. _____

3. _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

(See *Student activity master 11: What is controversy* on page 11 of Appendix C.)

Whether bias is a result of attitudes, emotions, values or stakeholder interests, everyone is influenced by bias to some extent. An issue becomes controversial when people take opposing and strongly held positions on a desired outcome. With this in mind, it is necessary that students develop effective strategies for identifying and classifying their own biases, and those of others.

What ... Me biased?

1. What is bias?_____
_____

2. What causes people to become biased?_____
_____

Think about this issue and answer the questions:

3. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.

   a. How do you feel about this decision?_____
   _____

   b. Do you skateboard and/or inline skate?_____

   c. Who do you think will *agree* with the community's decision and why?_____
   _____
   _____

   d. In what ways might these people be biased?_____
   _____
   _____

   e. Who do you think will *disagree* with the decision and why?_____
   _____
   _____

   f. In what ways might these people be biased?_____
   _____
   _____

   g. Can you identify any of your own biases in relation to this issue?_____
   _____
   _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

Introducing the issue

An engaging and motivating introduction is key to the success of an issue-based inquiry. One strategy is to show a taped newscast of the issue with students assuming the role of reporters interpreting the issue. Related newspaper clippings could be displayed and discussed. Or, the topic could be introduced by a guest speaker or a small group of students.

Having someone else introduce the issue allows teachers to remain in a neutral, unbiased position and facilitate the process. Students should assume the primary role of responsible citizens involved in a controversial issue in which action is ultimately required. Teachers need to be aware of school and district guidelines for speakers and controversial issues.

Investigating the issue

Students need opportunities to research and discover information about the issue. Distribute printed materials, bring in guest speakers and if possible, arrange for a relevant field trip. Help students develop frameworks for gathering and analyzing new information.

Research record

Issue/topic: _____

Source: _____
_____

Important information: _____

_____

_____

_____

_____

_____

_____

_____

Biased (circle your answer)?   YES   NO

If yes, in which way(s)? _____

_____

_____

My thoughts:
(How does this information relate to the issue? Use the back of this sheet if you need to.)

_____

_____

_____

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.

(See *Student activity master 13: Research record* on page 13 of Appendix C.)

Talking the talk—Guest speaker report

Issue: _____

Name of speaker: _____

Occupation: _____

Source of information (check one or both):
   Primary _____   Secondary _____

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
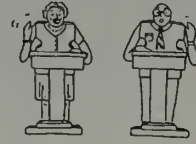
Space for drawing/illustrations:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB Parks Canada, 1997), pp. 53–54.

BIASED: In your opinion, is this speaker influenced by personal bias?

_____

Is the information based more on the speaker's opinion about the issue, or on facts?

_____
_____

How do you know?

_____
_____
_____
_____

How has this information affected your opinion?

_____
_____
_____
_____
_____
_____

What is your position on this issue now and why?

_____
_____
_____
_____
_____

(See *Student activity master 14: Talking the talk—Guest speaker report* on pages 14–15 of Appendix C.)

Making a decision

Students can use the *Making a decision* chart to compile information throughout the inquiry.

Making a decision		
Issue: _____		
Option: _____		
	PROS +	**CONS –**
Facts:		
Feelings:		
My new ideas:		
My decision on this option:		
My reasons for decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

Defending a position

Students can present their decisions in position papers. This may be done individually, in pairs or in small groups. Alternatively, students could communicate their positions through oral presentations or design posters.

Position paper – Here's what **I** think

Title: _____

After examining the different sides of this issue, I have decided that the best option at this time is:

_____

_____

_____

I consider my option to be the best choice because:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 64

(See *Student activity master 16: Position paper—Here's what I think* on page 17 of Appendix C.)

Taking action

The action component of a unit may be the most rewarding for both students and teachers. In this phase, students use all they have learned about an issue to develop action plans. To minimize risks and make this as positive an experience as possible for all participants, consider the following suggestions.

- Encourage students to discuss projects with their parents.
- Ensure that the issue itself remains secondary to the process that students are learning.
- Set reasonable expectations. Students may become disappointed or disillusioned if their actions do not achieve desired results.
- Encourage specific actions within a specified time frame and focus on actions that have a likelihood of positive outcomes.
- Encourage students to engage in cooperative, positively structured actions, such as debates.
- Resist pressure to become personally involved in the issue.
- Keep your school administration informed from the beginning to ensure the necessary support for student actions.
- Help students become aware of the fact that choosing to do nothing is also an action.
- Set clear parameters in relation to actions.

Encourage students to share their positions and solutions. Classify the actions into categories and discuss the characteristics of each.

Action categories include the following.

Research/information gathering—includes actions intended to increase knowledge of the event itself.

Public awareness/media—includes actions designed to receive media attention, and influence the audience and decision makers; for example, letters to the editor, press conferences, public awareness campaigns.

Direct—includes actions of a nonpolitical direct nature, such as picketing, boycotting, meeting with involved parties.

Legal—includes litigation and participation in public hearings.

Organizational—includes fund-raising or formation of a special interest group.

Political—includes actions that are designed to influence or gain the assistance of elected officials; for example, petitions and letters.

Civil disobedience/illegal—exclude these actions but discuss the implications of these choices.

As a group, decide which actions fall within the scope and time limitations of the unit. Encourage students to develop a plan of action.

Planning to take action

What do you hope to achieve? _____
_____

What is your plan of action? _____
_____
_____

Can you stop or change your proposed action once it is started? _____
_____
_____

Examples of actions
- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, and other influential people

Brainstorm additional examples of actions.

_____
_____
_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

(See *Student activity master 17: Planning to take action* on page 18 of Appendix C.)

Let's do it—Defining your actions

Issue: _____

My position: _____
_____

Action planning table

Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

My chosen action: _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

(See *Student activity master 18: Let's do it—Defining your actions* on page 19 of Appendix C.)

Evaluating results

It is essential that students have the opportunity to review the steps in the process so they are able to apply them again when examining other issues. Reflecting on the experience lets students identify new understandings and assess their own learning.

Did I make a difference? Evaluating your actions	
Issue: _____	
What did I (we) do?	**What were the results?**
What could we do now?	
What are the most important things I learned from this unit?	
How could I use the new information and skills from this unit in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

(See *Student activity master 19: Did I make a difference? Evaluating your actions* on page 20 in Appendix C.)

Endnotes

3. Bennett, Rolheiser-Bennett and Stevahn, 1991.

4. Adapted with permission from Four Worlds Development Project, *The Sacred Tree Curriculum Guide* (Lethbridge, AB: Four World Development Project, 1988), pp. 21–22.

5. Adapted from *Change for Children: Ideas and Activities for Individualizing Learning* (pp. 169, 170) by Sandra Nina Kaplan, Jo Ann Butom Kaplan, Sheila Kunishima Madsen & Bette Taylor Gould © 1980 by Scott Foresman. Published by Good Year Books. Used by permission of Pearson Education, Inc.

6. Adapted from Carol Ann Tomlinson, "Independent Study: A Flexible Tool for Encouraging Academic and Personal Growth," *Middle School Journal* 25, 1 (1993), pp. 78, 79, 80, 81, 82. Reproduced and adapted from the original article appearing in the September 1993 *Middle School Journal*. Permission granted by National Middle School Association.

7. Adapted, by permission, from Manitoba Education and Training, *Success for All Learners: A Handbook on Differentiating Instruction* (Winnipeg, MB: Manitoba Education and Training, 1996), p. 11.15.

8. Ibid., pp. 11.11–11.12.

9. From Kay Burke, Robin Fogarty and Susan Belgrad, *The Mindful School: The Portfolio Connection* (Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc., 1994), p. 73. Used with permission from Skylight Professional Development.

10. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning,* 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), p. 117. Adapted with permission from Skylight Professional Development.

11. Ibid., p. 116.

12. Ibid., p. 115.

13. Ibid., p. 116.

14. Ibid., pp. 117–118.

15. Adapted with permission from Edmonton Public Schools, *Combined Grades Manual 4/5* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 32.

16. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning,* 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 118–119. Adapted with permission from Skylight Professional Development.

17. Ogle, 1986.

18. Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 80.

19. Used with permission from *Lions-Quest Skills for Adolescence Curriculum Manual* (Newark, OH: Lions-Quest/Lions Clubs International, 1992), pp. 3–4. *Skills for Adolescenc*e is a program sponsored by Lions Clubs International.

20. Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1992), pp. 62–63. *Skills for Adolescenc*e is a program sponsored by Lions Clubs International.

21. Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 13, 14, 16, 18, 19, 22, 48, 67, 68, 69, 73.

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Assess, Evaluate and Communicate Student Learning

Assessment and evaluation

Assessment is the gathering of information about what students know and can do in order to make decisions that will improve teaching and learning. Assessment and evaluation are necessary and important elements of the instructional cycle.

Evaluation is a judgement regarding the quality, value or worth of a response, product or performance, based on established criteria and curriculum standards. Evaluation gives students a clear indication of how well they are performing based on the learner outcomes of the curriculum. The payoff of effective evaluation is that students learn how they can improve their performance. Assessment and evaluation always go together.[22]

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment identifies who needs extra support, who needs greater challenge, who needs extra practise and who is ready to move on. The primary goal of assessment is to provide ongoing feedback to teachers, students and parents, in order to enhance teaching and learning.

Principles of assessment

Assessing, evaluating and communicating student achievement and growth are integral parts of schooling. They should be positive experiences for students, should support continuous learning and growth, and should be congruent with the following principles.[23]

- Assessment, evaluation and communication of student growth are based on the curriculum and are in line with the school's philosophy and programming principles.
- Information about methods of assessment and results of evaluation is available to students, parents and the community.
- Student growth is assessed, evaluated and communicated for all outcomes.
- Evaluation and communication of student growth are ongoing and are used to plan effective programming.
- Student growth is demonstrated through a variety of performances evaluated by teachers.
- Student growth is enhanced when students participate in the assessment, evaluation and communication processes.
- Student growth is enhanced when students view assessment, evaluation and communication positively.
- Methods of communicating student growth vary depending on audience and purpose.

- Methods of assessment and evaluation of student growth are developmentally appropriate and vary depending on student learning patterns.

These principles represent a shared commitment to quality assessment among the members of the Alberta Assessment Consortium.

Assessment strategies

There are many potential sources of information about student growth and achievement within the health and life skills program. Different assessment strategies can provide different kinds of information about student achievement. The most accurate profile of student growth is based on the findings gathered from assessing student performance in a variety of ways. The key is to match the specific learner outcomes with appropriate assessment tasks. Teachers need to use a wide range of assessment strategies and tools to get a balanced view of student achievement.

Observation

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects their learning and concentration, and what students need to learn next. Observations may be informal or highly structured, and incidental or scheduled over different periods of time in different learning contexts.

Use the following tips to gather assessment information through observation.
- Determine specific outcomes to observe and assess.
- Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
- Ensure students know and understand what the criteria are.
- Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
- Develop a data gathering system, such as a clipboard for anecdotal notes, a checklist or rubric, or a video or audio recorder.
- Collect observations over a number of classes during a reporting period and look for patterns of performance.
- Date all observations.
- Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example; "Eric, you contributed several ideas to your group's *Top Ten* list. You really helped your group finish their task within the time limit."
- Use the information gathered from observation to enhance or modify future instruction.

Self-reflection and self-assessment

Many students are unsure how they are performing in different academic areas. They often lack the language to reflect on and communicate information in a clear and concise manner. These students need frameworks that outline goals and encourage self-reflection and self-assessment. These frameworks include sentence starters and rating scales, such as the following samples.

What I believe about volunteering

Volunteerism means _____
_____

The personal skills I have that would make me a good volunteer are: _____
_____
_____

Three volunteer opportunities in my community that I'd like to try are:
_____
_____
_____

These would be a good match for my skills and interests because: _____
_____
_____
_____

Providing service to others in the community is important because: _____
_____
_____
_____

(See *Student activity master 42: What I believe about volunteering* on page 43 of Appendix C.)

Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3   Teacher Resource Manual* (Edmonton, AB. Alberta Education, 1989), p. 102.

(See *Student activity master 21: Self-assessment: How am I working on my own?* on page 22 of Appendix C.)

Assessing their own thinking and learning provides students with valuable training in self-monitoring. They can record their learning by completing sentence stems such as the following.

- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing this assessment, I would like to set a new goal to …
- I would like to do this because …

Response journals, learning logs, end-of-the-class drawings and partner talk are other ways for students to reflect on their learning in the health and life skills classroom.

Self-assessments have the most impact on learning when teachers follow through on student reflections by using this data to help individual students set goals, or to compare and discuss teacher observations.

This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully evaluate their own work and take ownership of their own learning.

Tools, such as response journals and learning logs, can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer journal writing probes that help students reflect on their own learning.

- *Probe for reflecting on content*
  Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

- *Probe for reflecting on information processing*
  Describe how effective you were in gathering information for your project.

- *Probe for reflecting on communication*
  Describe how effective you were in communicating your conclusions to your discussion group.

- *Probe for reflecting on collaboration and cooperation*
  Describe how well you worked with your group throughout your project.

Students can assume more responsibility in the learning process by evaluating their own assignments or projects prior to teacher or peer evaluations. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

The *Pause and Think* strategy is another way to help students self-reflect. This structured activity, adapted from *How to Develop and Use Performance Assessments in the Classroom,* has students pause and think about their work and what they learned. Students record their reflections in a response journal, share with a partner or discuss in a small group. During each short *Pause and Think* time, teachers direct students to use a specific prompt, such as the ones below.

Pause, think and share. Turn to a partner and describe what you learned.

Look for proof. Select and comment on a work sample that demonstrates an aspect of your learning.

Connect to criteria. Revisit the criteria or rubric and explain how your work is meeting the criteria.

Relate the learning. Connect current concepts to past learning or find examples of the concept in other contexts.[24]

Rubrics, checklists or rating scales are also effective tools for self-reflection. Students highlight the descriptors they believe describe their product or performance. The teacher uses a different colour to indicate his or her assessment.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-reflection activities, time for goal setting and peer evaluations into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator.

To increase student involvement in the assessment process:
- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language students understand
- develop rubrics collaboratively with students
- involve students in the learning conference
- develop self-monitoring and self-reflection tools for different tasks and assignments
- use goal setting
- use home response journals or weekly reports.

Checklists

To assess content-rich items, curriculum checklists are helpful. Attach a curriculum checklist to a student's assignment to highlight outcomes students successfully demonstrate. Checklists outline criteria for specific performance tasks or identify specific behaviours related to a skill or skill area. Generally, checklists have only two points—*yes* and *not yet*. There is a template for developing this kind of assessment tool in *Teacher planning tool 9: Checklist* on page 11 of Appendix A.

Sample checklist

Grade 4
LL–3: *The student will* demonstrate effective decision making, focusing on careful information gathering.

Finding and using information

_____ can:	Yes	Not yet
• recall information from past learning	☐	☐
• identify why information is needed	☐	☐
• select types of information needed	☐	☐
• identify the scope of information gathering appropriate to the situation	☐	☐
• organize information	☐	☐
• assess the quality of information	☐	☐
• assess sufficiency of information	☐	☐
• select information that meets purposes and needs	☐	☐
• evaluate process used to gather and assess information	☐	☐
• apply selected information.	☐	☐

Rating scales

Teachers can use rating scales to record observations and students can use scales as self-assessment tools. Teaching students to use descriptive words, such as *always, usually, sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair, good* or *excellent*, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale. There is a template for developing this type of assessment tool in *Teacher planning tool 10: Rating scale* on page 12 of Appendix A.

Sample rating scale

Grade 2	R–6	*The student will* develop strategies to show respect for others.
Grade 3	R–8	*The student will* develop skills to work cooperatively in a group.
Grade 5	R–9	*The student will* explore respectful communication strategies that foster team/group development.

	1 never	2 sometimes	3 usually	4 always
I encourage others:				
• by smiling	●	●	●	●
• by looking at them	●	●	●	●
• by sitting quietly	●	●	●	●
• by nodding	●	●	●	●
• by saying words like, "Good idea."	●	●	●	●
• by asking them questions	●	●	●	●
• by saying thank you.	●	●	●	●

Added value

Increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important.

For example:

• put a star beside the skill you think is the most important for encouraging others
• circle the skill you would most like to improve
• underline the skill that is the most challenging for you.

Rubrics

A rubric is a chart of criteria, of "what counts," arranged according to a measure of quality. The criteria describe what a successfully completed piece of work looks like. In essence, it is a scoring guide. While rubrics can be simple in appearance, they can provide concise information for both students and teacher. Depending on the contexts for which they are used, rubrics can be detailed and content-specific or generic and holistic, as illustrated in the examples below.

Sample content-specific rubric

Assignment: Cause and effect chart

Grade 6 Wellness
W–6.9: *The student will* evaluate the impact of personal behaviour on the safety of self and others.

4 Excellent	3 Proficient	2 Acceptable	1 Limited
provides detailed and interesting examples that illustrate understanding of the ways positive behaviours are part of risk management; makes the link between positive behaviours as a way of dealing with risks for self and others	provides detailed examples that illustrate understanding of the relationship between positive behaviours and the safety of self and others	provides basic examples of positive behaviours and shows how they can affect the safety of self and others	provides general examples of positive behaviours with little attempt to show how these can affect the safety of self and others

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Sample holistic rubric

Role-play rubric

4 Excellent	• demonstrates purposeful, detailed and insightful portrayal of the issue • demonstrates gestures, facial expressions, body language and words that enhance the communication of the intention of the role-play • totally engages audience's interest and attention • audience gains new understanding of issue
3 Proficient	• demonstrates an accurate portrayal of the issue • demonstrates some gestures, facial expressions, body language and words that communicate the intention of the role-play • engages audience's interest and attention • audience's understanding of issue is reinforced
2 Acceptable	• demonstrates a basic portrayal of the issue • beginning to demonstrate gestures, facial expressions, body language and words that match the intention of the role-play • attempts to engage audience's interest • audience receives basic outline of issue
1 Limited	• portrayal is inaccurate • uses limited or no gestures, facial expressions or body language to communicate the intention of the role-play • demonstrates limited attempts to communicate with audience • audience's understanding of issue is sketchy or confused
Insufficient	• no score is earned because there is insufficient evidence of student performance based on the requirements of the assessment task.

Rubrics are a user-friendly way for teachers and students to identify characteristics of student work. They are particularly helpful in assessing skill development, such as communication skills or participation in group work. They provide clear directions and give students a framework for more thoughtful judgement of their own work. Also, by providing an explicit statement of what quality looks like, rubrics allow two or more evaluators to view the performance in a similar way, increasing rating reliability.

Developing and evaluating rubrics

To develop a rubric, consider the following.

- What are the specific health curriculum outcomes in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like? What are the qualities that distinguish an excellent response from other levels?
- What do other responses along the performance quality continuum look like?
- Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to students and others?

Begin by developing criteria to describe the Acceptable level. Then use Bloom's taxonomy to identify differentiating criteria as you move up the scale. The criteria should not go beyond the original performance task, but reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, consider the following guidelines.[25]

- Level 4 is the *Standard of excellence* level (or A, 80–100%). Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the *Approaching standard of excellence* or *Proficient* level (or B, 65–79%). Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the *Meets grade level expectations* or *Adequate* level (or C, 50–64%). This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is a "On the right track, but …".
- Level 1 *Does not meet grade level standards*. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Teachers may evaluate rubrics by asking these questions.

- Is it clear? Is the language easily understood by students who will use it?
- Does it have an even number of levels of performance? (Four levels work well and prevents the tendency to mark in the middle.)
- Is it consistent in the number of descriptors across the levels of quality?
- Is it based on curriculum outcomes at grade level?
- Does it ensure success for students?
- Does it provide challenge for students?

Creating rubrics with students
Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learner outcomes.

Learner outcomes are clarified when students assist in describing the criteria used to evaluate performance. Use brainstorming and discussion to help students analyze what *acceptable*, *proficient* and *excellent* look like. Use student-friendly language and encourage students to identify descriptors that are meaningful to them. For example, a Grade 4 class might describe levels of quality with phrases such as the following.

- Super!
- Going beyond
- Meets the mark
- Needs more work.

Use work samples to help students practise and analyze specific criteria for developing a critical elements list. They can also use samples to practise assigning performance levels and compare criteria from level to level.

For examples of rubrics for health and life skills curriculum outcomes, see the Alberta Assessment Consortium Web site at http://www.aac.ab.ca. See *Teacher planning tool 11: Rubric* on page 13 of Appendix A for a template for developing rubrics.

Portfolio work samples
Portfolios are collections of student work that provide a visual representation of students' learning. The samples of work in a portfolio record growth and achievement in one or more subjects over a period of time.[26] A portfolio may be a systematic collection of work across subject areas or may target a specific subject area, topic or learning goal. In divisions three and four, portfolios are often focused on career exploration and planning.

An effective portfolio:[27]

- is a planned, organized collection of student work
- tells detailed stories about a variety of student outcomes that would otherwise be difficult to document
- includes self-reflections that describe the student as both a learner and an individual
- serves as a guide for future learning by illustrating a student's present level of achievement
- includes a selection of items that are representative of curriculum outcomes, and what the student knows and can do
- includes the criteria against which the student work was evaluated
- supports the assessment, evaluation and communication of student learning
- documents learning in a variety of ways—process, product, growth and achievement.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with context for assessing their own work and setting meaningful goals for learning. Displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. As Kay Burke says in *How to Assess Authentic Learning*, "A portfolio without reflections is a notebook of stuff." The power of the portfolio is derived from the descriptions, reactions and metacognitive reflections that help students achieve their goals. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes.[28] Some students become adept at writing descriptions and reflections of their work without any prompts. There are some students, however, who have difficulty deciding what to write. Statement stems can get them started. The following samples are adapted from Kay Burke's *How to Assess Authentic Learning*.[29]

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …

The accompanying information should indicate whether the product was the result of a specifically designed performance task or regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with

intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is in draft or completed form is also essential.

One characteristic that sets portfolios apart from more traditional writing folders is that they contain a variety of works that reflects different forms and different ways of learning and knowing. Students should have more than worksheets or homework assignments in their portfolios. They should collect audiotapes, videotapes, photos, graphic organizers, first drafts, journals, artwork, computer discs and assignments that feature work from all the multiple intelligences.

Work samples from the health and life skills program can be part of an annual cross-curricular portfolio, a career planning portfolio or a stand-alone health portfolio. Portfolios can be discussed with parents at learning conferences, submitted to administrators for curriculum alignment checks or used to gather data for progress reports. Portfolios may be passed on to receiving teachers as students move through the grades.

Peer feedback

Providing feedback to peers is another way students can be meaningfully involved in the assessment process. In *Brain-based Learning with Class*, Politano and Paquin provide two frameworks students can use to give others constructive feedback. *Two Hurrahs and a Hint* and *Two Stars and a Wish* encourage students to identify two strengths in a performance or assignment and offer one piece of constructive criticism.[30]
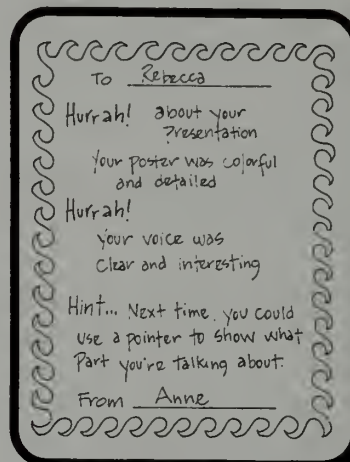
Figure 13.
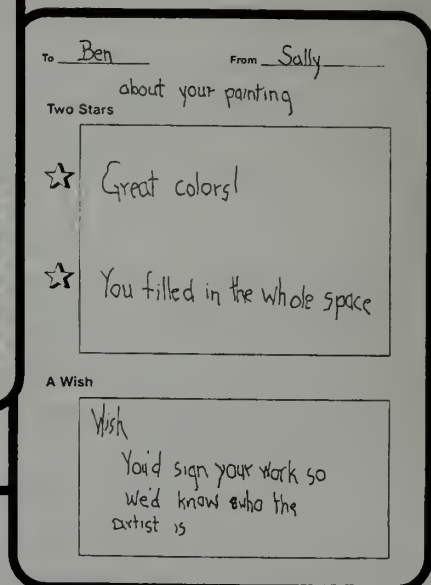
Figure 14.

Criteria for evaluating assessment[31]

Use the following chart to reflect on current assessment strategies, consider new tools for possible use and develop new tools.

Assessment task _____

	Think about the following questions. To what extent does the task or strategy address each specific concern?	not at all	partially	fully
1	Does it focus on high-priority specific outcomes?			
2	Does it establish a meaningful context based on issues or themes that are authentic?			
3	Does it require a range of thinking skills?			
4	Does it contain grade-appropriate activities that are sufficiently challenging?			
5	Does it provide for students of varying ability levels to complete tasks?			
6	Does it elicit responses that reveal levels of performance (rather than simply correct or incorrect answers)?			
7	Does it allow for ease of implementation in the classroom?			
8	Does it establish clear criteria for assessing student learning (related to specific learner outcomes)?			
9	Does it provide students with criteria and opportunities to reflect on, self-evaluate and improve their performance?			
10	Does it provide opportunity for student revision based on feedback?			
11	Does it provide for purposeful integration of subject areas?			
12	Does it allow for a variety of products or performances?			
13	Does it require a demonstration/application of learning outcome(s) in more than one way?			
14	Does it provide clear directions for students?			
15	Does it engage students so their interest and enthusiasm will be sustained?			
16	Does it merit the time and energy required to complete it?			

Calculating achievement marks

In *The Mindful School: How to Grade for Learning*, Ken O'Connor makes the following suggestions on how to produce meaningful achievement marks in any subject area.

- Begin marking plans with specific outcomes and then develop appropriate assessment strategies for each.
- Base the mark on individual achievements, not on group projects.
- Use the most recent results rather than early results or first attempts. Students need opportunities to learn and practise new skills before they are evaluated.
- Use summative evaluation in the achievement mark. Formative assessment should be used and reported in other ways.
- Relate grades directly to learning goals. Although skills and activities beyond the curriculum may be part of class learning, only specific curriculum outcomes should be reflected in the achievement mark.
- Use quality assessment strategies or tools that are based on criterion-referenced standards that have been thoroughly discussed with and understood by students.
- If necessary, do careful number crunching. O'Connor suggests using medians rather than averages, considering carefully how scores and learning goals should be weighted and looking for ways to include rubrics in the achievement mark. He also cautions against overweighting single assignments, especially by awarding zeros for incomplete assignments.

What to consider including in achievement marks[32]

There are a number of researchers who suggest that participation and effort should not be factored into achievement marks. Marks need to directly reflect mastery of specific learner outcomes, which may or may not include elements related to effort, participation or attitude. Although hard work (*effort*), frequent responses to teacher questions and intense involvement in class activities (*participation*), and a positive, encouraging, friendly and happy demeanor (*attitude*), are all highly valued attributes, they should not be included directly in achievement marks because they are difficult to define and even more difficult to measure.

Although it is difficult, if not impossible, to reliably quantify these behaviours and skills, they can be observed and described. O'Connor suggests that they should be reported separately through comments on progress reports, checklists, rubrics and self-reflection in portfolios, and through informal discussions and more formal conferences.

Definitions of effort vary greatly from teacher to teacher and so are an unreliable source of data for an objective achievement mark. As well, participation is often a personality issue—some students are naturally more assertive while others are naturally quiet. This is often related to gender and/or ethnicity, and so teachers run the risk of these biases if

they include effort and participation in grades. Another problem is that factoring effort into the achievement mark may send the wrong message to students. In real life, just trying hard to do a good job is virtually never enough. If people don't deliver relevant, practical results, they will not be deemed successful, regardless of how hard they try.

To a considerable extent, personal and social characteristics, including a positive attitude, do contribute to achievement, but including a mark for attitude as part of a mark for a product may blur the assessment of the product and affect the validity and meaning of the achievement mark. Also, including a mark for effort or any of these characteristics can mean a double benefit for successful students and double jeopardy for less successful students.

Framework for achievement mark

A rubric outlining criteria for overall learning can provide a useful framework for assessing the level of student achievement in health and life skills. The following rubric is adapted from O'Connor.[33] It could be used alone to generate a term achievement mark or be used in combination with a numerical marking scheme.

**Sample descriptive criteria
for achievement mark in health**

A

- Demonstrates interesting and creative ways to show learning.
- Enjoys the challenge of and successfully completes open-ended tasks with high-quality work.
- Test scores indicate a high level of understanding of concepts and skills.
- Assignments are complete, of high quality, well-organized and show a high level of commitment.
- Almost all the learning goals are fully or consistently met and extended.

B

- Exhibits standard way to show learning.
- Enjoys open-ended tasks, but needs support in dealing with ambiguity.
- Test scores indicate a good grasp of concepts and skills.
- Assignments are generally complete, thorough and organized.
- Most of the learning goals are fully or consistently met.

C

- Needs some encouragement to show learning.
- Needs support to complete open-ended tasks.
- Test scores indicate satisfactory acquisition of skills and concepts.
- Assignments are generally complete, but quality, thoroughness and organization vary.
- More than half of the learning goals are fully or consistently met.

D

- Shows learning only with considerable encouragement.
- Needs support to begin and complete open-ended tasks.
- Test scores indicate weak acquisition of skills and concepts.
- Assignments are inconsistent in quality, thoroughness and organization.
- Only a few of the learning goals are fully or consistently met.

Breakdown of marks

A mark breakdown could help teachers determine a fair achievement mark by matching specific learner outcomes with appropriate assessment tasks. For example, weighting for a term achievement mark in health for a Grade 3 program, focusing on the first general outcome, might look like:

Term 1: *Making smart choices for a healthy life*
Unit test   30%
(one test item per outcome)
Learn-at-home project   10%*
(*What to do in an emergency* fridge magnet)
Role-play performance   10%*
(*Ways to say "no"*)
Poster   10%*
(*Be Safe*)
Log book   10%*
(record of own eating and drinking for one week, comparison graphs and statements)
Advertisement   10%*
(Ad encouraging children to choose a range of daily physical activities to keep healthy and have fun)
Timeline   10%*
(*How I've changed*)
Top 10 list   <u>10%*</u>
(*About my body*)
                                                    100%

(* class-developed or teacher-made rubric for these tasks)

Know the purpose of each assessment

When choosing assessment tools and strategies to determine an achievement mark in the health and life skills program, it is important to decide what the *purpose* of each assessment is. For example, if students work in pairs on an activity identifying nutritious foods, the assessment strategy should focus on how well students identify foods rather than the quality of partner work.

Some assessment activities are diagnostic in nature and used to find out what students know and can do in order to plan instruction to best meet students' needs. These activities do not need to be used in the calculation of the achievement mark.

Formative assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to teachers about the effectiveness of instruction. Once students have adequate practice with new skills and concepts, summative assessment tasks can provide feedback about progress and achievement to both students and parents. Summative assessment provides a snapshot of student achievement at a given moment in a specific context. Some assessment tasks may do double duty as both formative and summative.

Communicating student learning

Communicating information about assessment and evaluation is an essential step in the instructional process. The purpose of assessment—gathering information so that wise decisions about further teaching and learning can be made—requires that information be communicated to others.

Effective communication informs students, parents and others what has been accomplished and what the next steps are in the learning process. The communication process involves teachers, parents and students. The greater the role students are given in this process, the richer the information that is shared and the greater the impact on further student learning.[34]

It is essential to use a variety of communication strategies to provide the whole achievement story. A percentage mark on its own does not provide enough data. Additional information needs to be shared: curriculum information, portfolio products and student exemplars of what acceptable and excellent work looks like.[34]

Communication of student learning should:
- be based on specific outcomes and identified criteria
- focus on the positive and promote student feelings of success and self-worth
- enhance the home and school partnership
- involve a variety of strategies
- reflect the school's philosophy about learning.

There are numerous ways to communicate student learning in health and life skills, including:
- telephone calls
- e-mail messages
- notes from teachers
- home response journals
- newsletters
- work samples and student portfolios
- student self-reflections
- goal setting
- open houses and demonstrations of learning
- homework assignments
- progress report marks and comments
- learning conferences.

Progress reports

Progress reports provide parents with information about their children's learning and growth in school, and are the primary source for formal communication with parents and students.

Quality progress reports should:
- reflect what students know and can do relative to provincial curriculum outcomes
- represent, through a number, letter or comment, how well the student has performed, based on the prescribed outcomes
- use clearly defined criteria when assessing effort, attitude, behaviour, participation and attendance
- communicate performance in relation to course expectations.

When developing comments, consider how to:
- identify curriculum outcomes addressed in that reporting period
- reflect student efforts and responsibilities
- identify units of study, and if required provide information about the context in which learning took place
- identify the student's achievement based on specific outcomes and criteria
- identify plans for continued learning and suggest actions that can be taken by partners in learning—students, parents and teachers.

Quality comments can be clearly understood by students and parents. Quality comments *encourage* rather than *discourage* learners. They reflect school beliefs and practice, and promote the belief that all students can learn and be successful.

Learning conferences

Learning conferences improve communication among students, parents and teachers. Conferencing provides insight into teacher evaluations, student progress and the grade level achieved. Conferencing also gives parents an opportunity to share their perspectives on their children's performances, needs, interests and concerns.

Formal conferences need to be planned and organized so there are no surprises for any of the participants. The most effective conferences actively involve students.

Students need opportunities to practise conferencing during classroom activities so they are prepared to participate and demonstrate specific learnings. Students may choose work samples from the health and life skills program, talk about a class display or demonstrate a specific skill to show their parents what and how well they are learning.

Parents must also know what is expected of them during the conferencing process and have opportunities to ask questions. Through conferencing, the parental role in the educational process becomes more clearly defined, making parents more likely to value the process as a means of finding out what their children know and can do.

Effective conferences:[35]

- include students as active participants
- use student products to demonstrate achievement and growth
- focus clearly on individual student learning and include specific strategies for improvement
- expand upon information provided in report cards
- engage all participants in discussing achievement and setting goals
- include a discussion of the successes and difficulties students are experiencing
- provide opportunities for open and relevant sharing of information among participants
- establish an atmosphere in which everyone feels welcome to participate
- provide information about curriculum
- include an action plan that is supportive of student learning
- end on a positive note.

Endnotes

22. Used with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 4. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

23. Used with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 14. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

24. Used with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 32. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

25. Ibid., p. 48.

26. Adapted with permission from Alberta Assessment Consortium, *A Framework for Communicating Student Learning* (Edmonton, AB: Alberta Assessment Consortium, 1999), p. 24. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

27. Ibid., p. 24.

28. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning*, 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), p. 70. Adapted with permission from Skylight Professional Development.

29. Ibid., p. 68.

30. From *Brain-based Learning with Class* (p. 64) by Colleen Politano & Joy Paquin © 2000 Portage & Main Press (1–800–667–9673). Used with permission.

31. Adapted with permission from the Maryland Assessment Consortium, "Performance Task Rubric," (Linthicum, MD: Maryland Assessment Consortium, 1994).

32. Adapted from Ken O'Connor, *The Mindful School: How to Grade for Learning* (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 47, 48, 49. Adapted with permission from Skylight Professional Development.

33. Ibid., p. 151

34. Adapted with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 17. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

35. Adapted with permission from Alberta Assessment Consortium, *A Framework for Communicating Student Learning* (Edmonton, AB: Alberta Assessment Consortium, 1999), p. 23. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

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Appendix A – Teacher planning tools

Teacher planning tool #1

Sample letter to inform parents of human sexuality instruction

School letterhead

April 25, 2---

Dear Parents,

Our classroom is bursting with growing plants (part of our *Plant Growth and Change* science unit) and growing children! Since we will be exploring and discussing how things in nature adapt to change all month, this will also be a good time to introduce the topic of how people change through our health and life skills program.

During the week of May 8, our class will be doing a number of learning activities focusing on how individuals' interests, abilities and emotions change over the years. We'll look specifically at the physical, emotional and social changes that occur during puberty. We will be viewing and discussing two videos and students will receive a booklet with information and pictures about physical changes. Parents are welcome to drop by the class and have a look at these materials from 4–6 p.m. on April 29. If you have questions please feel free to phone me at 439–XXXX.

Parents may ask that their child *not* participate in this human sexuality instruction component of the health and life skills program. Any children not participating in these activities will work on an alternate health-related research project with Mr. Bovine, our teacher–librarian. If you choose to exempt your child from this instruction component, please submit the request in writing to the school principal by May 2.

Sincerely,

Marty Brander
Grade 4 teacher

Teacher planning tool #2

Hosting a community resource person checklist

Name _____

Agency _____

Mailing address _____

Telephone number _____

Fax _____

E-mail _____

Topic _____

Date and time _____

Audience _____

Materials/equipment required _____

Planning

☐ Discuss focus and content of presentation

☐ Review specific curriculum outcomes in Health and Life Skills Program of Studies with guest

☐ Share strategies for interacting with students

☐ Give directions to school and classroom

Preparing students

☐ Brainstorm questions

☐ Post questions

☐ Review behavioural expectations

☐ Assign student to introduce speaker

☐ Gather materials and equipment

☐ Make name tags for students

Follow-up

☐ Thank-you letter

☐ Article for class or school newsletter

Teacher planning tool #3

Tips for community resource people

Teacher _____ Grade _____

Subject area _____ Number of students _____

School name _____

Address _____

Fax _____ E-mail _____

Topic _____

Date and time _____

Room _____ Duration _____

Equipment requested _____

Materials to bring _____

Planning

☐ Discuss focus and content of presentation with teacher.
  • What are the goals of this session?
  • What are the related specific outcomes in the Health and Life Skills Program of Studies?
  • What do students already know?
  • Are there any sensitive topics of discussion I should be aware of?
  • How will students be using this information?
☐ Discuss strategies for interacting with students.
  • How do these students learn best?
  • Are there some management strategies I should be aware of?
☐ Confirm directions to school and classroom.

As you prepare for your discussion with students, consider including information about:
• how community organizations encourage people to make healthy choices
• strategies for building positive relationships
• why you choose to be involved with your organization or profession
• your personal experiences with a particular health issue
• your volunteer experience.

Tips for interacting with students
• Think of ways to personalize the information—how does your topic relate to students' lives?
• Ask questions to find out what students know and believe about your topic.
• Use visual aids to help students focus on and better understand information.
• Ensure the vocabulary and concepts are age-appropriate.
• Think of ways to vary the pace.
• Maintain good eye contact while talking.
• Move around the classroom.
• When appropriate, provide a memento of the visit, such as a pin or brochure.

Calendar of designated dates, Alberta

September
- Alberta Walks the Talk About Back to School Safety (Alberta Infrastructure, Traffic Safety Services)
- Yellow Ribbon Week (suicide prevention – Yellow Ribbon Program)

October
- Canadian Living Awareness Month (Alberta Association for Community Living)
- Agriculture and Food Week (Growing Alberta)
- Canadian Career Week (Alberta Human Resources and Employment, Career and Labour Market Information)
- Dental Hygiene Week (Alberta Dental Hygienists' Association)
- Fire Prevention Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Immunization Week, National (Alberta Health and Wellness, Disease Control and Prevention; Canadian Public Health Association)
- International Day of the Eradication of Poverty (United Nations)
- Mental Illness Awareness Week (Canadian Psychiatric Association; Canadian Mental Health Association; Schizophrenia Society of Alberta; Alberta Mental Health Board)
- National Block Parent Week (Alberta Block Parent Association)
- National Influenza Immunization Campaign (Canadian Public Health Association)
- National School Safety Week (Canada Safety Council)

November
- AIDS Awareness Week (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)
- Family Violence Prevention Week (Alberta Children's Services, Office for the Prevention of Family Violence)
- National Community Safety and Crime Prevention Week (Canada Safety Council)
- National Home Fire Safety Week (Canada Safety Council)
- National Addictions Awareness Week
- Take Our Kids to Work Day (Alberta Learning, Special Programs Branch)

December
- Christmas Fire Safety Campaign (Alberta Municipal Affairs, Fire Commissioner's Office)
- International Day of Disabled Persons (United Nations)
- World AIDS DAY (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)

January
- International Snowmobile Safety Week (Alberta Snowmobile Association)
- National Non-Smoking Week (Canadian Council for Tobacco Control; Canadian Cancer Society)
- Weedless Wednesday (Canadian Council for Tobacco Control; Canadian Cancer Society)

February
- Heart Month (Heart and Stroke Foundation of Alberta and NWT)
- Brotherhood/Sisterhood Week (Canadian Council of Christians and Jews)
- Burn Awareness Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Random Acts of Kindness Week (Edmonton Community Foundation)
- Family Day (3rd Monday in February)

March
- Asthma and Allergies Awareness Month (Alberta Lung Association)
- Nutrition Month (Dietitians of Canada)
- National Farm Safety Week (Alberta Agriculture, Food and Rural Development, Farm Safety Program; Canada Safety Council)
- Pharmacy Awareness Week (Alberta Pharmaceutical Association)
- Suicide Awareness Week (Alberta Mental Health Board)
- International Day for the Elimination of Racial Discrimination (Alberta Community Development, Human Rights and Citizenship Branch; United Nations)
- World Day for Water (United Nations)
- World TB Day (Alberta Health and Wellness, Tuberculosis Control; World Health Organization)

April
- National Dental Health Month (Alberta Dental Association)
- Volunteer Week (Wild Rose Foundation; Volunteer Centre of Edmonton)
- World Health Day (World Health Organization)

May
- Motorcycle and Bicycle Safety Month (Edmonton Safety Council)
- Impaired Driving Awareness Week (People Against Impaired Driving)
- Mental Health Week (Canadian Mental Health Association; Alberta Mental Health Board)
- National Summer Safety Week (Canada Safety Council)
- National Sun Awareness Week (Canadian Dermatology Association)
- Canada Health Day (Canadian Public Health Association)
- International Day of Families (United Nations)
- World No-Tobacco Day (World Health Organization; Canadian Council for Tobacco Control)

May/June
- Safe Kids Week (KIDSAFE Connection)
- St. John Ambulance First Aid Week (St. John Ambulance)
- Water Safety Week (Canadian Red Cross)

For more information on these and other events, an annual edition of *Calendar of Designated Dates* is available for purchase from the Queen's Printer Bookstore.

Instructional strategies tracker

Unit _____   Date _____

Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

Teacher planning tool #6

Year plan for _____

Dates:	September	October	November	December	January
General outcome					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Teacher planning tool #6

Year plan for _____

Dates:	February	March	April	May	June
General outcome					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Teacher planning tool #7

Health and life skills unit plan

Title:	Timeline:

General outcome

Specific outcomes	**Learning strategies and activities** (Students process and apply new information.)

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit.)

Assessment strategies and activities

Extending and committing strategies
(Students extend their learning and commit to healthy behaviour.)

Resources

Home/School/Community connections	**Cross-curricular connections**

Health and life skills lesson plan

Grade _____   Time required _____   Date _____

General Outcomes	Wellness Choices			Relationship Choices			Life Learning Choices		
Themes	Personal Health	Human Sexuality	Safety and Responsibility	Understanding and Expressing Feelings	Interactions	Group Roles and Processes	Learning Strategies	Life Role and Career Development	Volunteerism

Specific Outcome: _____

Activating learning activities	Assessment
Applying	**Home/School/Community connections**
Extending and committing	**Cross-curricular connections**
Resources	**Comments and revisions**

Teacher planning tool #9

Name: _____ Date: _____

Checklist

Grade: _____

Specific outcome: _____

Title: _____

_____ can:	Yes	Not yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Name: _____ Date: _____

Rating scale

Grade: _____

Specific outcome: _____

Title: _____

	1 never	2 sometimes	3 usually	4 always

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Teacher planning tool #11

Rubric for _____

Name: _____

Criteria (*What counts*)	4 Excellent	3 Proficient	2 Meets grade level expectations	1 Does not meet grade level expectations
				☐ Work was not completed. ☐ Task demonstrates minimal effort. ☐ The learning has not yet been achieved.
				Plan for improvement

Work habits
☐ worked independently
☐ worked with minimal assistance
☐ worked with some assistance
☐ required constant supervision and assistance

Kindergarten
Health and Life Skills–Physical Education connections

Health and Life Skills

♥ Wellness Choices

WK.1   describe ways, and make choices, to be physically active daily

WK.5   recognize that nutritious foods are needed for growth and to feel good, have energy; e.g., nutritious snacks

WK.9   describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground

☯ Relationship Choices

RK.4   identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately

RK.6   demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play

🔑 Life Learning Choices

LK.2   demonstrate curiosity, interest and persistence in learning activities

Physical Education

AK–1   experience and develop locomotor skills through a variety of activities

AK–3   experience and develop nonlocomotor skills through a variety of activities

AK–7   experience the basic skills in a variety of environments; e.g., playground

AK–8   experience movement to respond to a variety of stimuli; e.g., music

BK–3   experience cardio-respiratory activities

BK–6   experience how physical activity makes one feel

DK–1   show a willingness to participate regularly in short periods of activity with frequent rest intervals

DK–2   participate with effort in physical activities

DK–7   make choices to be involved in a variety of movement experiences

DK–9   make choices to be active

BK–1   recognize appropriate nutritional habits

DK–3   show a willingness to listen to directions and simple explanations

👥 Cooperation

CK–1   begin to develop respectful communication skills appropriate to context

CK–3   identify and demonstrate etiquette and fair play

CK–5   display a willingness to play alongside others

Do it Daily!

DK–1   show a willingness to participate regularly in short periods of activity with frequent rest intervals

DK–7   make choices to be involved in a variety of movement experiences

Grade 1
Health and Life Skills–Physical Education connections

Health and Life Skills

♥ Wellness Choices

W1.1   describe the benefits of physical activity

W1.5   recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

☯ Relationship Choices

R1.1   recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal

R1.5   identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening

R1.8   work cooperatively with a partner; e.g., take turns, respect space and property of others

🔑 Life Learning Choices

L1.4   define a goal, and recognize that setting goals helps accomplish tasks

Physical Education

🏃 Benefits Health

B1–6   describe how physical activity makes you feel

B1–7   recognize the changes that take place in the body during physical activity

B1–8   understand the connections between physical activity and emotional well-being; e.g., feels good

B1–1   identify healthy nutritional habits

👥 Cooperation

C1–1   develop and demonstrate respectful communication skills appropriate to context

C1–3   identify and demonstrate etiquette and fair play

C1–5   display a willingness to play cooperatively with others in large and small groups

🏃 Do it Daily!

D1–6   participate in a class activity with a group goal; e.g., walk a predetermined distance

Grade 2
Health and Life Skills–Physical Education connections

Health and Life Skills	Physical Education

Health and Life Skills

♥ Wellness Choices

W2.1 describe the effects of combining healthy eating and physical activity

W2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do

W2.4 describe personal body image

W2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates

☯ Relationship Choices

R2.3 identify possible psychological and physiological responses to stress

R2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support

R2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer

🔑 Life Learning Choices

L2.4 recognize that it takes time and effort to accomplish goals

Physical Education

🏃 Benefits Health

B2–1 recognize that "energy" is required for muscle movement

B2–4 identify personal physical attributes that contribute to physical activity

D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

🏃 Benefits Health   👥 Cooperation

B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good

C2–1 identify and demonstrate respectful communication skills appropriate to context

C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups

🏃 Do it Daily!

D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity

Grade 3
Health and Life Skills–Physical Education connections

Health and Life Skills

Wellness Choices

W3.1   analyze the factors that affect choices for physical activity; e.g., the impact of technology/media

Relationship Choices

R3.4   develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

R3.8   develop skills to work cooperatively in a group

R3.9   encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings

Life Learning Choices

L3.5   examine personal skills and assets; e.g., physical, verbal, intellectual

L3.6   examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

Physical Education

Do it Daily!

D3–2   describe factors that encourage movement and a personal feeling about movement

Cooperation

C3–1   describe and demonstrate respectful communication skills appropriate to context

C3–5   display a willingness to share ideas, space and equipment when participating cooperatively with others

C3–3   identify and demonstrate etiquette and fair play

Benefits Health   Cooperation

B3–4   describe personal physical attributes that contribute to physical activity

C3–4   accept responsibility for assigned roles while participating in physical activity

Grade 4
Health and Life Skills–Physical Education connections

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Health and Life Skills

♥ Wellness Choices

W4.1 explore the connections among physical activity, emotional wellness and social wellness

W4.5 analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins

W4.10 describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely

☯ Relationship Choices

R4.3 recognize that management of positive/negative stress can affect health

R4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others

R4.7 practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language

R4.8 describe and accept roles and responsibilities within a group

⚷ Life Learning Choices

L4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals

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Physical Education

🏃 Benefits Health   🏃 Do it Daily!

B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially

B4–1 identify the nutritional needs related to physical activity

D4–5 describe how to move safely in various environments; e.g., skating rink

🏃 Benefits Health   👪 Cooperation

B4–8 understand the connection between physical activity, stress management and relaxation

C4–1 articulate and demonstrate respectful communication skills appropriate to context

C4–6 identify and demonstrate positive behaviours that show respect for self and others

C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

🏃 Do it Daily!

D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity

D4–7 demonstrate different ways to achieve an activity goal that is personally challenging

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Grade 5
Health and Life Skills–Physical Education connections

Health and Life Skills

❤ Wellness Choices

W5.1   examine the impact of physical activity, nutrition, rest and immunization on the immune system

W5.4   examine the impact that changes in interests, abilities and activities may have on body image

W5.8   promote safety practices in the school and community

W5.9   determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines

☯ Relationship Choices

R5.3   recognize that stressors affect individuals differently, and outline ways individuals respond to stress

R5.4   practise effective communication skills; e.g., active listening, perception checks

R5.9   explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

🗝 Life Learning Choices

L5.4   analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

Physical Education

Benefits Health   Do it Daily!

B5–1   explain the relationship between nutritional habits and physical activity

B5–7   describe how physical activity influences physical fitness and the body systems

B5–4   acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

D5–3   identify and follow rules, routines and procedures for safety in a variety of activities

D5–5   identify safe practices that promote an active, healthy lifestyle; e.g., water safety

Benefits Health   Cooperation

B5–8   understand the connection between physical activity, stress management and relaxation

C5–1   identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

Do it Daily!

D5–6   set long-term goals to improve personal performance based on interests and abilities

D5–7   demonstrate different ways to achieve an activity goal that is personally challenging

Grade 6
Health and Life Skills–Physical Education connections

Health and Life Skills

♥ **Wellness Choices**

W6.1 evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection

W6.4 examine how health habits/behaviours influence body image and feelings of self-worth

W6.5 analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants

☯ **Relationship Choices**

R6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings

R6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity

R6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making

🔑 **Life Learning Choices**

L6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

Physical Education

🏃 **Benefits Health**

B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity

B6–6 identify and plan for personal positive benefits from specific physical activity

B6–7 describe and chart individual fitness changes as a result of engaging in physical activity

B6–8 understand the connection between physical activity, stress management and relaxation

B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

B6–1 explain the relationship between nutritional habits and performance in physical activity

🏃 **Benefits Health**   👥 **Cooperation**   🏃 **Activity**

C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences

B6–8 understand the connection between physical activity, stress management and relaxation

C6–5 describe and demonstrate practices that contribute to teamwork

C6–6 identify and demonstrate positive behaviours that show respect for self and others

A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games

🏃 **Do it Daily!**

D6–7 analyze and create different ways to achieve an activity goal that is personally challenging

Grade 7
Health and Life Skills–Physical Education connections

Health and Life Skills

♥ Wellness Choices

W7.1 compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection

W7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices

W7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity

W7.6 analyze social factors that may influence avoidance and/or use of particular substances

☯ Relationship Choices

R7.3 identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection

R7.4 analyze and practise constructive feedback; e.g., giving and receiving

R7.9 develop group goal-setting skills; e.g., collaboration

🔑 Life Learning Choices

L7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

Physical Education

Benefits Health   Do it Daily!

D7–1 participate regularly in, and identify the benefits of, an active lifestyle

B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity

B7–1 analyze personal nutritional habits and how they relate to performance in physical activity

B7–5 discuss performance-enhancing substances as a part of the negative effect on physical activity

Benefits Health   Cooperation   Activity

B7–8 understand the connection between physical activity, stress management and relaxation

C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

A7–11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity

C7–5 select and apply practices that contribute to teamwork

C7–6 identify and demonstrate positive behaviours that show respect for self and others

Do it Daily!

D7–6 record and analyze personal goals based on interests and abilities

D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Grade 8
Health and Life Skills–Physical Education connections

Health and Life Skills

❤ Wellness Choices

W8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look

W8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods

W8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving

☯ Relationship Choices

R8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours

R8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member

Physical Education

Benefits Health

B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images

B8–1 monitor and analyze a personal nutrition plan that affects physical performance

B8–5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity

Benefits Health   Cooperation

B8–8 describe and perform appropriate physical activities for personal stress management and relaxation

C8–4 describe, apply and practise leadership and followership skills related to physical activity

Grade 9
Health and Life Skills–Physical Education connections

Health and Life Skills

Wellness Choices

W9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement

W9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal

W9.5 develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines

W9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour

Relationship Choices

R9.3 analyze, evaluate and refine personal strategies for managing stress/crises

R9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills

R9.9 evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

Physical Education

Benefits Health   Cooperation   Do it Daily!

D9–9 develop strategies to counteract influences that limit involvement in physical activity

B9–4 acknowledge and analyze the media and peer influences on body image

B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance

C9–2 identify and discuss the positive behaviours that are demonstrated by active living role models

Benefits Health   Cooperation

B9–8 select and perform appropriate physical activities for personal stress management and relaxation

C9–6 identify and demonstrate positive behaviours that show respect for self and others

C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity

C9–5 develop practices that contribute to teamwork

Appendix B – Student information masters

Wash your hands

Name: **Date:**

Washing your hands is the best way to stop the spread of germs that cause colds, flu and sore throats. Most common infections are spread by hands.

When to wash your hands
✔ before meals
✔ after using the toilet
✔ after blowing your nose
✔ after playing with toys shared with other children.

How to wash your hands
✔ Use soap and water. Washing with water alone does not get rid of germs.

✔ Do not use *antibacterial soap.*

✔ Rub your hands together for at least 20 seconds (or the time it takes to sing *Twinkle, Twinkle Little Star).*

✔ Rinse your hands for 10 seconds.

✔ Dry your hands with a towel.

TWINKLE, TWINKLE, LITTLE STAR...

Adapted with permission from *Do Bugs Need Drugs? A Parent Guide to the Wise Use of Antibiotics* (Edmonton, AB: Capital Health, Clinical Practice Guidelines Program of the Alberta Medical Association, Alberta Lung Association, 2000), p. 3.

Is it safe?

Name: Date:

Hazardous product symbols

These symbols show the type of hazard a product contains.

Poison

Explosive

Flammable

Corrosive

These frames show the DEGREE of that hazard.

Danger

Warning

Caution

Fire safety

Name: Date:

1. Encourage your family to test the smoke detector in your home once a month.

2. Know what to do when the smoke detector or alarm sounds.

   ◇ Know two ways out of every room.

   ◇ Leave the building.

   ◇ Go to your meeting place.

   ◇ Stay out of the building.

The first way out is the **door**.

The second way out is the **window**.

If there is smoke, crawl under the smoke.

3. If your clothes catch fire: stop, drop and roll.

STOP

DROP

ROLL
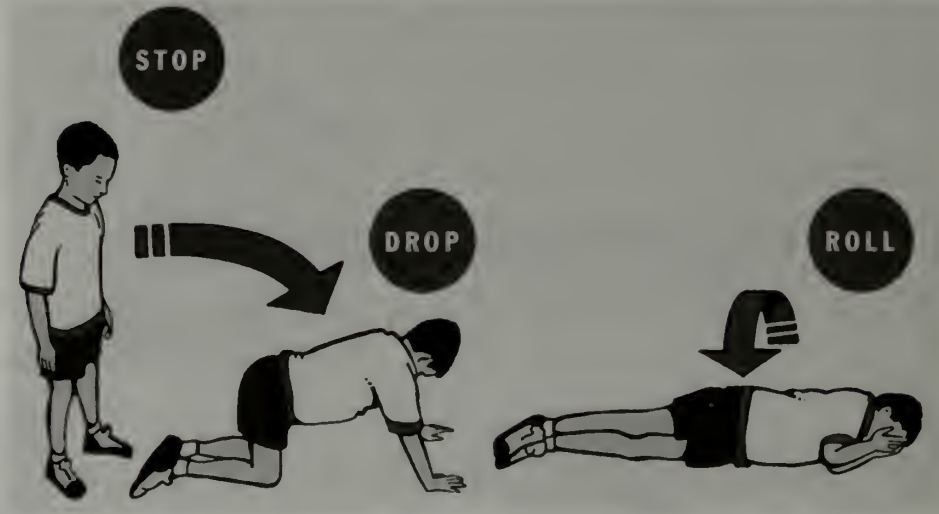
4. Tell an adult if you find matches or lighters.
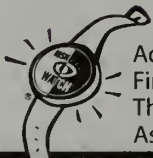
Name: _____   Date: _____

◇ Look for walk lights and crosswalks.

◇ Walk on the sidewalk.

◇ If there are no sidewalks, walk on the side of the road facing traffic.

◇ Cross the road at the corner of the street or at a marked crosswalk. Never cross in the middle of the road.

◇ Watch for cars backing up and cyclists.

◇ Obey walk lights. Cross the street only when you see the walk sign and only when all cars have stopped.

◇ If the walk hand begins flashing while you are crossing, continue walking to the other side.

◇ Cross driveways and alleys like any other road. Stop and look left, right, ahead and behind to make sure no cars are coming.

◇ Never run out from between parked cars.

Remember to point, pause and proceed as you cross the street.

◇ *Point* across the road with your arm extended to let drivers know you want to cross.

◇ *Pause* until cars stop. Make eye contact with drivers.

◇ *Proceed* with your arm still extended when all cars have stopped. Keep scanning both sides of the road for hidden dangers. Drivers in other lanes can't always see you.

Adapted with permission from Alberta Traffic Safety Initiative, "Walk the Talk Pedestrian Safety Checklist," <http://www.saferoads.com/safety/educators/epedestrians.html> (July 27, 2001).

Twenty ways you can be a friend to others

Name: _____   Date: _____

1. Ask them to play with you.
2. Ask them what they would like to play.
3. Let them go first.
4. Play fair.
5. Be a good sport.
6. Ask them about their ideas.
7. Listen to their stories.
8. Offer to share things.
9. Offer to help them with things.
10. Be honest.

11. Help them feel better when they make mistakes.
12. Stick up for them.
13. Offer to do them a favour.
14. Listen to them.
15. Encourage them when they try new things.
16. Give them compliments.
17. Keep secrets and promises.
18. Apologize if you hurt their feelings.
19. Forgive them if they do something wrong.
20. Let them have other friends.
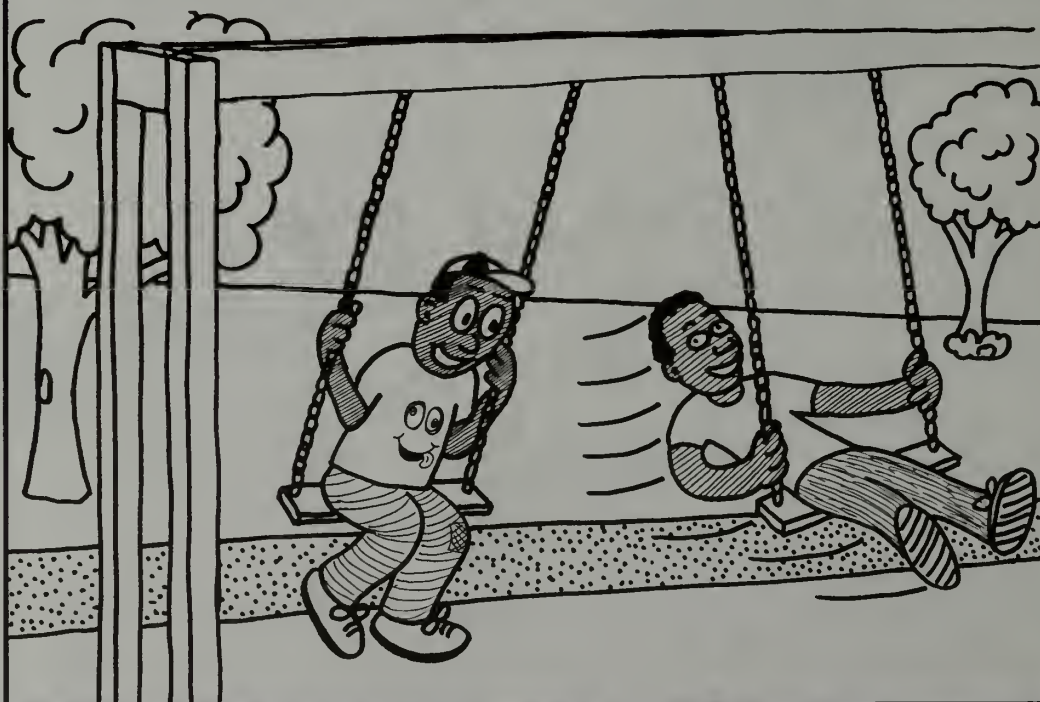
Adapted from Pat Huggins, Larry Moen and Donna Wood Manion, *Teaching Friendship Skills: Primary Version. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1993), p.193. Adapted with permission from Sopris West.

Work it out!

Name: **Date:**

1. Calm down.

2. Talk it out.

3. Ask questions.

4. Don't blame, call names or use put-downs.

5. Try different ideas.

6. Ask for help.
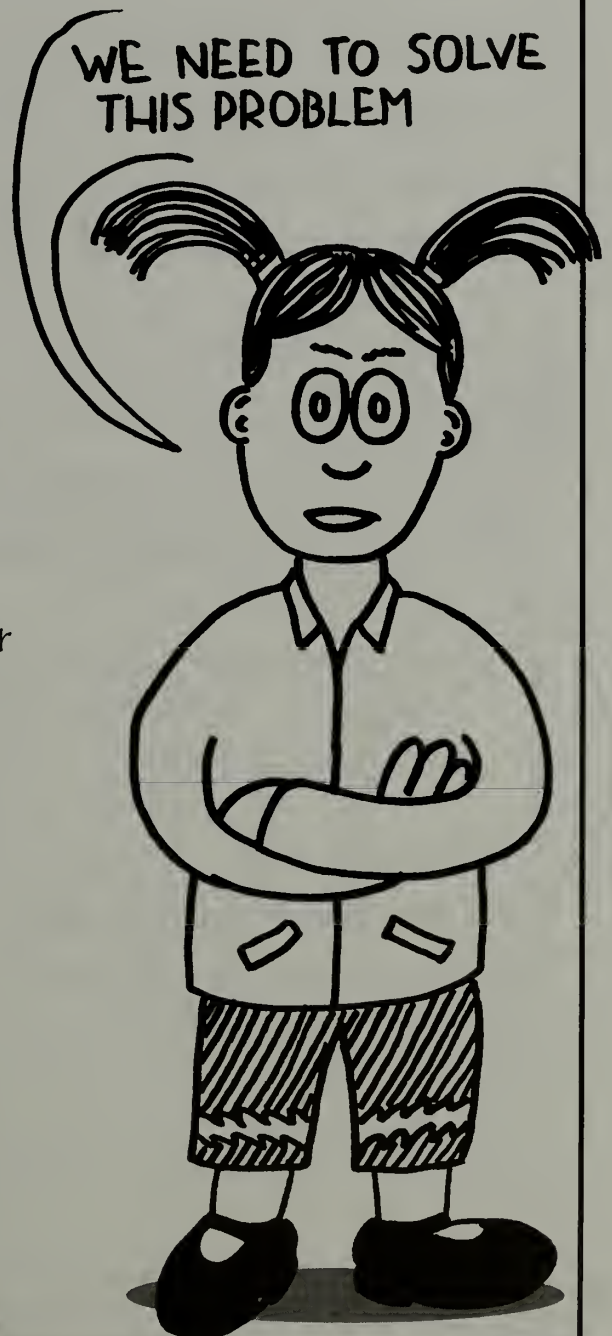
Bike Safety

W-2.9

STUDENT
INFORMATION #7
MASTER

appendix b

Name: **Date:**

◇ Obey all signs and signals.

◇ Walk your bike across the street.

◇ Cross the street at the corner.

◇ Never ride after dark or in bad weather.

◇ Stop and look left, right and left again before entering traffic.

◇ Stay on the right-hand side of the road and ride in the same direction as traffic.

◇ Always ride single file.

◇ Never hang on to moving cars.

◇ Never ride two people on one bike.

◇ Wear bright clothing and reflective gear to help cars see you.

◇ Make sure your bike is the right size for you, is in good condition and has a bell or horn.

◇ Wear a helmet!

Hands up
if you know these signals!

◇ Turn left—left arm straight out.

◇ Turn right—left arm out and hand up, like you're saying "Hi."

◇ Stop—left arm out, hand down at your side.

Adapted with permission from Alberta Traffic Safety Initiative, "Safe Cycling Checklist," <http://www.saferoads.com/safety/kids/kbicycle.html> (July 27, 2001).

How to ask for help

| Name: | Date: |

1. Be brave.

2. Find a trusted adult right away.

3. Say, "I need your help. It's important."

4. Tell the adult what happened.

5. If you still don't feel safe, tell another person.

6. Keep telling until someone helps you and you feel safe.

COULD YOU PLEASE HELP ME?

How to solve conflicts

Name: **Date:**

1. Stay calm.

2. Talk.
   ◇ Get the facts.
   ◇ Use good listening:
     - show you're interested
     - pay attention
     - don't interrupt.
   ◇ Use words to show you understand the other person's point of view.
   ◇ Tell how you feel and what would make things better for you.
   ◇ Don't name call, blame or threaten.

3. Try your solution.

4. If you think you made a mistake, admit it.

5. Be willing to try something different.

SORRY, EH?

YAH, ME TOO.

stop bullying

Name: Date:

By standing up to people who bully others, you can help put a stop to bullying and help keep your school and community safe.

Here are three things you can do to help stop bullying.

◇ Tell the person who bullies to stop. Look the person in the eye and say something like, "That's not cool, stop it."

◇ If you're afraid you might get hurt, move away and let the person who is being bullied know you are going for help. Find a teacher or another adult to step in.

◇ Invite the person who gets bullied to have lunch with you or join in an activity. Involving that person in your group of friends will help that person feel less alone.

What to do if you are being bullied

◇ Stand up straight and look confident. Your confidence will reduce the power of the person who bullies.

◇ Use humour—a funny statement can make the situation less tense.

Look confident

◇ Distract the person who bullies with a compliment.

◇ Stick with a friend. A person who bullies is less likely to bother you if someone else is there with you.

◇ Avoid areas where people who bully hang out.

◇ Tell someone you trust. This could include your parents, teachers or coaches.
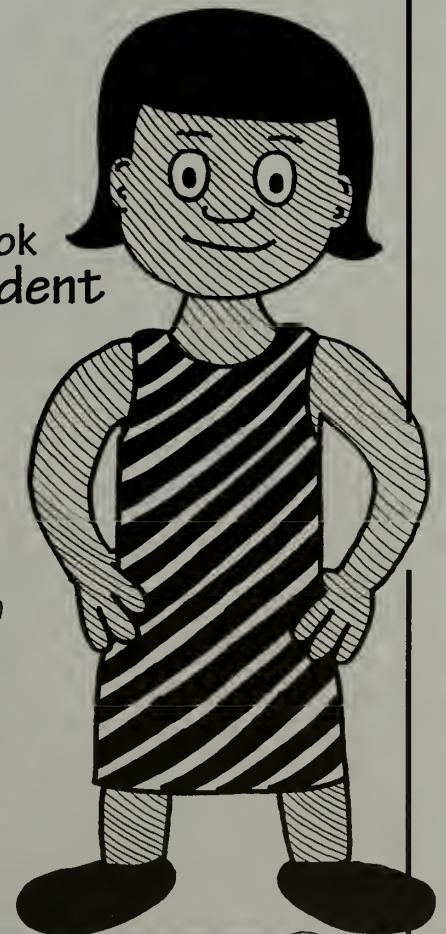
Be safe in the kitchen

Name: **Date:**

◇ Use sharp knives and the stove with adult supervision only.

◇ Wipe up spills as soon as they happen.

◇ Be careful with hot liquids, such as hot chocolate.

◇ Never use a fork, spoon or knife to get a stuck piece of bread out of the toaster. Unplug and ask for help.

Keep food safe

◇ Wash your hands with hot water and soap before and after preparing food.

◇ Put food and drinks back into the refrigerator after using them.

◇ Don't cough or sneeze around food.

Tips for staying safe when you're away from home!

Name: **Date:**

Before leaving home

◇ Always tell someone where you are going and when you will return.

◇ Know your own address, phone number and the work or cell phone number of your parent.

Know your surroundings

◇ Be aware of the Block Parent symbol, and locate the Block Parent houses in your neighbourhood and on your way to school.

Have a plan

Talk to your parents and friends about what you would do if you or your friend were in trouble.

MAIL

there's more ➔

Tips for staying safe when you're away from home...continued

Take positive action

If something unsafe does happen to you when you are by yourself, here are some things you can do.

✔ If there is a phone nearby, dial the operator (O) or 911 and say it is an emergency. You can call 911 for free on all pay phones.

✔ Call loudly for help.

✔ Run.

✔ Run to the nearest Block Parent, store or other place where you can get help.

✔ Tell an adult what happened right away.

And what NOT to do

✗ Don't go into public washrooms alone.

✗ Don't hang around convenience stores. If you are going to the store, get what you came for and leave.

✗ Never let a stranger touch you or lead you anywhere.

✗ If you have a job delivering papers or flyers, don't go inside a stranger's house.

basic first aid

Name: **Date:**

◇ Get help.

◇ Do not move the injured person.

◇ Check for breathing.

◇ Apply pressure to a cut.

◇ Cover the injured person with a blanket.

To protect yourself from contact with another person's blood:

◇ put plastic gloves or a bag over your hand.

◇ use the injured person's own hand to apply pressure and stop the bleeding.

◇ wash your hands as soon as you can.

USE YOUR HAND TO STOP THE BLEEDING

LIKE THIS?

Four steps for controlling anger

Name: **Date:**

Step 1: Calm down.

Calm down your body by taking deep breaths.

Calm down your mind by saying to yourself:

◇ "I won't blow up."

◇ "I won't get myself in trouble."

◇ "I can control my temper."

Step 2: Think.

Think about:

◇ what will happen if you lose your temper

◇ whether you should stay, walk away, ignore it.

Step 3: Talk.

Talk to the person you're angry with:

◇ say what you're angry about

◇ say what you want to happen

◇ talk to someone you trust about the problem.

Step 4: Feel good again.

Get rid of any angry feeling that's left by:

◇ doing something active

◇ doing things you enjoy

◇ doing a relaxation exercise

◇ trying to forgive and forget.

think
about it
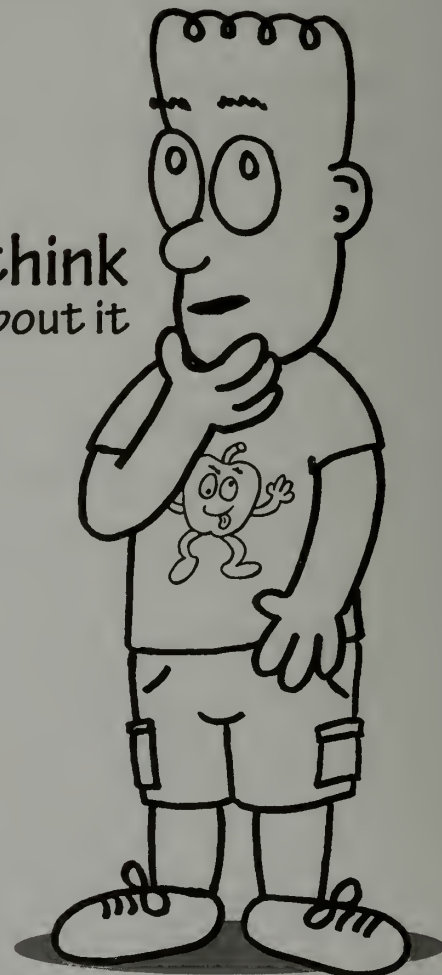
Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p.147. Adapted with permission from Sopris West.

Ways to say you're angry without blaming, name-calling or put-downs

R-3.4

STUDENT INFORMATION MASTER #15

appendix b

Name:	Date:

Notice none of the statements start with the word "you."

KNOCK IT OFF!

- That bothers me.
- Stop bugging me.
- Don't do that.
- Cut it out.
- I don't like that.
- Enough.
- Leave me alone.
- Stop it.
- That makes me feel…
- Knock it off.
- I don't like it when you…
- I'm not happy because…

HERGIE

Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p.201. Adapted with permission from Sopris West.

HEALTH AND LIFE SKILLS GUIDE TO IMPLEMENTATION (K–9)   ©2002, ALBERTA LEARNING, ALBERTA, CANADA   B.17

Getting ready for a test

Name: **Date:**

◇ Read over notes. *Highlight* key words.

◇ Make a *web* for individual topics.

◇ Make up *flash cards* for special words and drawings. Test yourself.

◇ Make up *questions*. Ask each question at least three different ways.

◇ Review all *activity sheets* in the unit. Cover up all answers and try them again. Change one thing in the activity sheet and see if you can figure out the new answer.

◇ Practise the *drawings* on key topics from the unit. Label all the parts and explain what you see.

◇ *Teach someone* else the new information.

◇ Make up your own *practice test*. Trade with a friend.
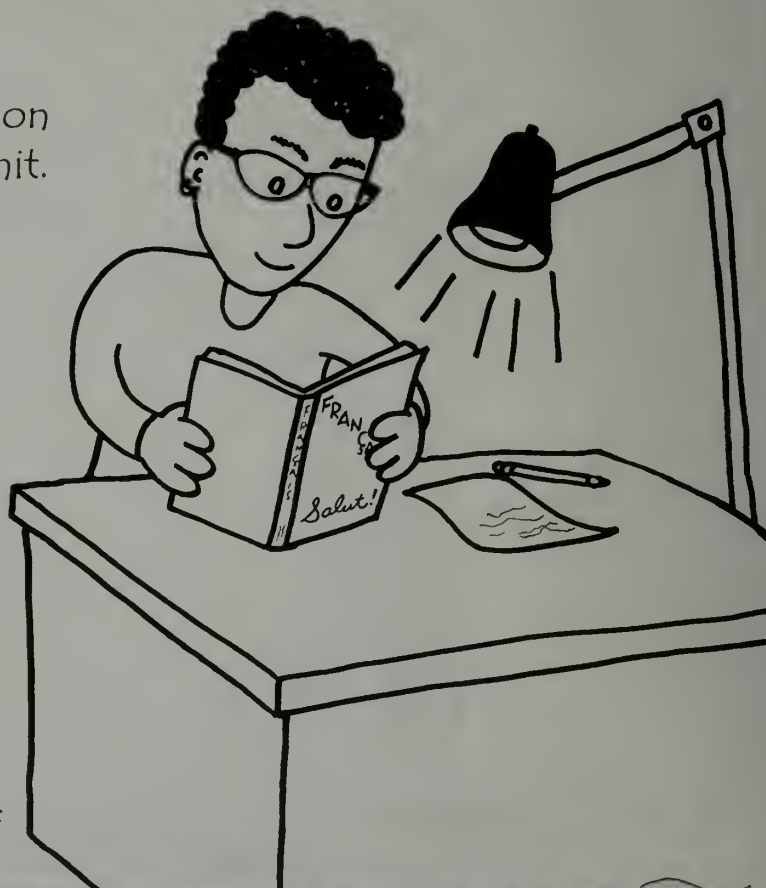
Adapted with permission from Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 10.

Dangers of second-hand Smoke

Name: _____ Date: _____

Second-hand smoke is cigarette smoke that is breathed in by people who are not smoking themselves, but are in an area where others are smoking. Common areas to find second-hand smoke are smoking sections in malls and restaurants, the homes of people who smoke and even outdoors where people gather to smoke.

It is important to avoid second-hand smoke because of the following facts.

◇ Two-thirds of cigarette smoke is not inhaled by the smoker.

◇ Second-hand smoke contains 50 cancer-causing chemicals.

◇ Smoke from a lit cigarette contains higher amounts of cancer-causing and toxic chemicals than smoke inhaled by a smoker.

◇ Children who breathe second-hand smoke are at a greater risk for wheezing, coughing, asthma, ear infections, tonsillitis, bronchitis and pneumonia.

◇ Second-hand smoke can make asthma symptoms worse.

◇ In Canada, second-hand smoke is responsible for approximately 400 000 episodes of childhood sickness each year.

◇ In Canada, an estimated 350 non-smokers die each year from lung cancer related to second-hand smoke. Almost 3000 people die from heart disease caused by second-hand smoke each year.

◇ Studies show that modern air systems do not remove the pollutants made by second-hand smoke.
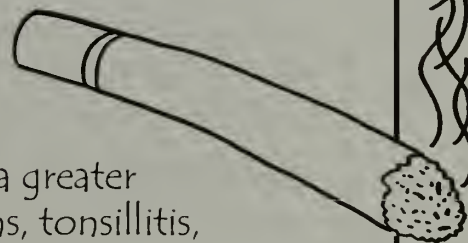
Sun Safety

Name: **Date:**

Pollution is making the ozone layer around the earth thinner. This means that more of the sun's harmful rays are reaching earth. Exposure to these ultraviolet rays can cause skin cancer, and can damage your skin and eyes.

To enjoy the sun safely, follow four simple steps.

Limit sun exposure

Avoid spending time in the sun when the rays are the strongest and most damaging. This is during the middle of the day, between 11:00 a.m. and 4:00 p.m. Reflective surfaces, such as water, snow, concrete or sand can increase ultraviolet radiation. You need to limit your time in the sun in these areas.

Seek shade

Look for shady trees or covered areas, especially during midday when the sun is overhead.

Cover up

Wear sunglasses that protect your eyes from ultraviolet rays. Good sunglasses are available for children as well as adults. Wear a broad-brimmed hat to protect your face and neck, and keep the heat of the sun off your head. Wear light-coloured clothing that covers your arms and legs. If it is too warm to wear long pants, knee length shorts are a better choice than short shorts.

Use sunscreen

Use sunscreen lotion that protects you from UVA and UVB rays, and that has a sun protection factor of at least 15. Put it on at least 20 minutes before you go out in the sun and reapply it after swimming or physical activity. Do not rub the lotion completely into your skin— it works better if left on the skin's surface. You can get a sunburn on a cloudy day, so protect yourself even if the sun doesn't look bright.

Adapted with permission from Go for Green: The Active Living and Environment Program, *The Sun Guide,* "Fact Sheet Four–Tips for Prolonged Outdoor Physical Activities," <http://www.goforgreen.ca>.

Tobacco facts

Name: Date:

◇ Seventy-two per cent of Albertans (75 per cent of Canadians) over the age of 15 are *not* smokers.

◇ Smokeless tobacco use among Albertans aged 10–19 is more than double the national average: 20 per cent of Alberta teens surveyed have tried chewing tobacco.

◇ Almost half of smokers smoke their first cigarette between the ages of 12–15.

◇ Having as few as three cigarettes puts young people at risk of becoming addicted to tobacco.

◇ The earlier people start smoking, the harder it is for them to quit when they are older.

◇ The earlier youth become addicted to nicotine, the greater their chances of developing a tobacco-related disease. Lifetime smokers who begin smoking by age 15 double their chances of dying earlier.

◇ An estimated three million people die from smoking-related disease worldwide each year. In Canada, approximately 45,000 people die each year from smoking. Over 3,400 of these people are Albertans.

Internet guidelines

Name: Date:

◇ I will not give out any personal information online without my parents' permission. This includes my name, address, e-mail, location of my school, my parents' work address, telephone numbers, credit card number information and my picture.

◇ When using the Internet, I will always use a pretend name or nickname that doesn't reveal anything about me.

◇ When creating a password, I will make one up that is hard to guess but easy for me to remember. To avoid having it stolen, I will never reveal it to anyone (except my parents) – not even my best friend.

◇ I will not respond to any message that makes me uncomfortable. I will show an adult right away.

◇ I will NOT arrange to meet a friend I have made on the Internet unless one of my parents is present.

◇ I will not open e-mail, files, links, pictures or games from people that I don't know or trust. I will always ask an adult first.

◇ I will not post or send insulting or rude messages or threats to anyone online.

◇ I will not disable any filtering software my parents have put on the computer.

◇ I will not make any online purchases without my parents' permission.

◇ I will not believe everything I read on the Internet. When doing on-line research, I will always check the source of the information and confirm it with a parent, teacher or librarian.

CSIS SECRET FILES

How to be a successful, organized student

Name: **Date:**

Start with a positive attitude. Don't create negative feelings by saying things like "I can't do it" or "It's too hard!" You need to say to yourself "I'm a hard worker" and "I can use my strategies to be successful" and "I can be organized."

Improve your work habits

In class

- ◇ Gather all the materials you need such as pen, sharpened pencil and paper.

- ◇ Listen carefully to your teacher.

- ◇ Don't talk to friends during class instruction.

- ◇ Practise taking better notes.

- ◇ Finish all assignments and make sure they are handed in on time.

- ◇ Participate in class discussions.

- ◇ Ask questions when you don't understand.

At home

- ◇ Organize yourself each night for the next day by putting assignments, books and materials you will need at school into your backpack.

- ◇ Use a folder to put your assignments in so they don't get ripped or bent.

- ◇ Do homework in a quiet place.

- ◇ Set a regular time to do homework every week night.

- ◇ Talk to your parents or older brothers and sisters about your work and ask for ideas about how to be a successful learner.

there's more �jmp;

How to be a successful, organized student...continued

Manage your time

◇ Use a calendar to write down tests and due dates. Keep your calendar in an easy-to-see place, such as on the fridge or on the family bulletin board.

◇ Break larger assignments into smaller parts and do one part at a time.

◇ Set deadlines for finishing your work, and stick to them.

Take notes to help you study

Write down the important points the teacher says during a lesson because:

◇ your teacher will add information that isn't in the textbook

◇ notes are your source of material to study for a test

◇ writing things down helps you to understand and remember what you hear

◇ taking notes makes you a better, more active listener.

How to take and organize notes

◇ Write down a date and title for each lesson. If the teacher doesn't give you a title, make one up.

◇ Don't write down everything the teacher says. Focus on the important points – things the teacher writes on the board, things the teacher says more than once and any questions the teacher asks.

◇ Underline, star or circle anything the teacher says is very important.

◇ Skip lines and leave wide margins so you can add information later.

◇ Put question marks beside things you don't understand.

How to use notes to study

◇ Re-read your notes carefully, and out loud. Repeating the information will help you remember it.

◇ Rewrite your notes neatly and clearly so there isn't anything that is confusing or too hard to read.

◇ Make your notes stronger by adding additional information from the textbook, a class discussion or a handout. Use a highlighter to mark important information.

How <u>do</u> I decide?

Name: **Date:**

Choosing good information from research

Sometimes you have to research information to help you make decisions about important issues. The most important part of the research process is making sure your sources are correct, up-to-date and safe for you to use.

To make sure a source of information is good for you, ask yourself questions following the "5 W's + How" formula.

Who is the author or creator?

The person who wrote the information or created the website must be someone who knows the right information. To help decide if this author is reliable, ask yourself some questions about the source.

◇ What kind of information are you getting?

◇ For websites, when was the web page created? When was it updated?

◇ Is information about the author or organization clearly stated?

What is the purpose?

No matter whether you are using a book, an article or a website, you also have to identify the reason why the information was written.

◇ Can you tell what the authors think or believe? Are the authors advertising or trying to put across personal views?

◇ Do the authors use facts or emotion to make their points? Look for facts if you want a more reliable source.

◇ Can the same information be found in at least two other sources?

◇ For a website, are links provided to other viewpoints or sources of facts on the same information?

there's more ➡

How do I decide?...continued

When was the source written or created?

Reliable information is usually up-to-date information. Ask yourself:

◇ Is there a date to show when the material was written or posted online, or when it was last updated?

◇ For a website, do the links work? If they are too old, they may not be connected or the linked sites may no longer be on-line.

Where was the source written or created?

If you are not using an encyclopedia or reliable book, you need to know where the information came from. This is very important if you are using a website.

A clue for finding the source of a website is in the domain name. This is shown by two or three letters following the dot in an address. For example:

◇ ".ca" is used by schools, educational organizations, libraries or museums; these will probably be reliable sites

◇ ".gov" is used by federal governments in Canada; provincial governments add on an abbreviation for the province and ".ca" – for Alberta it is "gov.ab.ca"

◇ ".edu" is used by American universities; Canadian universities usually use ".ca"

Why am I using this source?

It is important to think about why you have chosen a book, article or website. It may not be the best place to get the information. Ask yourself:

◇ Can I get the information faster somewhere else?

◇ Is the information at a reading level I can understand?

◇ Can I check the source to make sure it is correct?

◇ Is there enough detail for the topic I am researching?

How do I decide?...continued

How can you tell what's what?

◇ If you are unsure whether or not a source is correct or safe, it is better to look for another source.

◇ Use the five W's for every source or website.

◇ Double check your facts and sources by comparing them with information from other sources.

If you are using the Internet as your main research tool, start with search engines created for children, such as:

www.yahooligans.com,

www.supersnooper.com,

www.askjeeves.com, or

www.cbc4kids.com.

You will have a better chance of finding materials written especially for young people.

The more practice you have at looking for information on the Internet and in the library, the better you will become at using the "5 W's + How" and at finding good information on your own.

Name: Date:

Keeping microbes out

What do skin, nose hair, eyelashes and tears have in common? They are all parts of your body's first line of defense against diseases. These defenses and all the other parts and functions of your body that work to fight disease-causing microbes are called your *immune system.*

Microbes are tiny organisms or particles, visible only with a microscope. Most microbes can cause disease only when they are inside your body. Your skin acts like a suit of armor to keep them out. But some microbes enter through your mouth, eyes and nostrils. In the nostrils, a sticky fluid called mucus traps microbes. Saliva, tears and mucus contain chemicals that kill some microbes.

Your body's immune system

Despite these defenses, some disease-causing microbes do enter your body. Let's look at how your immune system reacts when this happens.

First, white blood cells detect the microbes.

White blood cells are colourless cells in your bloodstream that fight disease-causing microbes. Then, certain white blood cells surround and "digest" the microbes.

Other white blood cells make *antibodies*, chemicals that destroy or weaken disease-causing microbes. These antibodies attach themselves to microbes and destroy them or make them harmless. The antibodies can also mark the microbes so that other white blood cells can detect and destroy them. The immune system can make many different types of antibodies, one to fight each kind of microbe.

Building immunity

There are some diseases, such as measles, that you can only have once. When the virus that causes measles first enters your body, it reproduces and spreads, damaging your body's cells in the process. You feel sick. Some of your white blood cells start to make antibodies to the virus. Others destroy the virus and infected cells.

there's more ➔

How your immune system fights microbes...continued

Building immunity...continued

If the measles virus enters your body again, your immune system remembers how to make the antibodies that fight measles. White blood cells quickly produce large numbers of these antibodies. This time, the virus is killed before it can make you sick. You have built up *immunity* or the ability to defend against a disease.

Immunization and vaccines

Many diseases caused by bacteria and viruses can be prevented by vaccines. A *vaccine* is a substance containing killed or weakened disease-causing microbes. Vaccines help build immunity to a disease you haven't had.

The weak or dead microbes in a vaccine don't make you sick. They cause the immune system to make antibodies against the microbes, as if you had the disease. Later, if you come into contact with the microbes that cause the disease, your immune system responds as if you had already had the disease. It remembers how to make the microbe-fighting antibodies so your body is *immune* to the disease.

In Canada, most young children are immunized for polio, tetanus, mumps, rubella, diphtheria, whooping cough and measles. Immunization is usually a vaccine injected by a needle. Few children who are immunized get these diseases.

Taking care of your immune system

Your immune system is at its strongest when you take care of yourself. Getting enough rest, eating a balanced diet and doing regular physical activity helps bodies resist infections. If you do become sick, a strong immune system will help you recover more quickly. Washing your hands with soap and water several times a day will also protect you from many microbes in your environment.

Time Management:
How to stay organized and use your time Wisely

Name: Date:

As you get older, you will have more responsibilities at home, more homework, and you might also be involved in more activities in and out of school. All of these things take time and organization.

Here are some ways to stay organized and use your time wisely.

Use a student planner or day timer.

◇ Many schools provide these to students. If you don't have one from your school, you can get them at most bookstores and other stores where calendars, stationery and journals are sold.

◇ When you get your day timer, look through it to see how it is organized: by the day, the week or the month.

◇ Carry your day timer with you to and from school.

◇ Write in all your activities, such as piano lessons, Tae-Kwon Do class and swimming lessons.

◇ Write in homework assignments when your

teacher gives them. Write down what you have to do, what you need in order to do it and when it has to be done.

◇ Write in special family outings, birthdays, activities with your friends, and holidays.

◇ Write in your chores and responsibilities at home.

OCTOBER 2001

M	T	W	T	F	S	S
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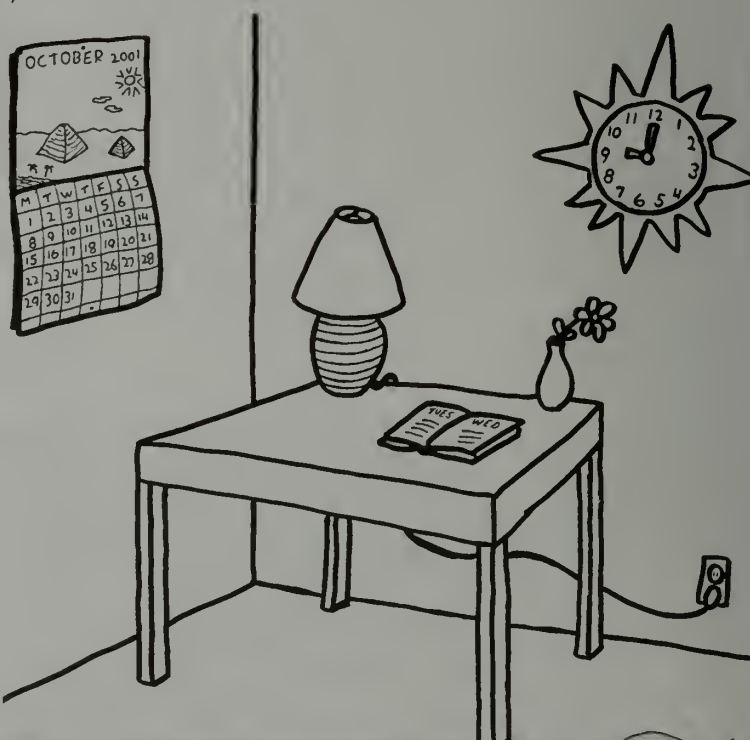
Time management: How to stay organized and use your time wisely...continued

Break big jobs into smaller parts.

◇ If you have a big school project or homework in more than one subject, divide up the work. Set small goals for what you need to do to finish the work. Keep in mind the other jobs and activities you have for that day or week.

◇ Do the most important things first, even if they are not the most fun.

◇ Follow the steps in your plan and stick to your timelines.

◇ Reward yourself when you finish something on time.

Find time for fun and relaxing.

◇ Don't spend all your time working, or all your time having fun. Balance your activities so that you have time for everything.

Ask your parents for help.

◇ When you have a big job or a time conflict, such as two birthday parties on the same weekend you have to finish your science project, ask your parents for help in organizing your time.
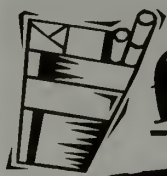
The federal tobacco act

Name: **Date:**

Many policies, acts and laws contribute to health and safety practices. The Federal Tobacco Act is one such act.

◇ The purpose of the federal Tobacco Act is to protect the health of Canadians, particularly youth, from the numerous problems and fatal diseases associated with tobacco use and to increase public awareness of the health hazards of using tobacco products.

◇ The Act states that people must be 18 years or older to buy cigarettes. If a store employee is unsure how old a customer is they should request to see an official federal or provincial ID card.

◇ Cigarette papers, tubes and filters are considered tobacco products. It is illegal to give or sell these products to minors (persons under the age of 18).

◇ The Act requires that all store owners post a sign stating that it is against the law to provide tobacco products to minors.

◇ It is illegal to furnish single cigarettes, or to sell cigarettes from an open package or in packages of fewer than 20 to anyone.

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WE DO NOT SELL TOBACCO TO MINORS—IF YOU LOOK UNDER **30**, WE I.D.

there's more →

The federal tobacco act...continued

◇ Tobacco products cannot be sold from a display that allows customers to handle the product prior to paying. To prevent self-service, the displays must be beyond the reach of customers or locked in a way that only staff has access to the tobacco.

◇ Vending machines that sell cigarettes are not allowed in places where there are people under eighteen.

◇ The maximum fines for Tobacco Act offences range between $3,000 and $50,000, depending on the offence. The actual amount of the fine is determined by a judge.

Municipal bylaws

Every municipality has the authority to create its own bylaws for tobacco. These bylaws can vary from "No Smoking" in municipally owned buildings such as an ice arena, to "No Smoking" in any public place. For a copy of the bylaws in your community, contact your Town or City Office.

Adapted with permission from *Teaming Up for Tobacco–Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 7), Health Canada, 2000. ©Minister of Public Works and Government Services Canada, 2002.

How to **help** a person who is **choking**

Name: Date:

1. Ask the person who is choking…"Can you talk?" If he or she is unable to speak, begin the Heimlich manoeuvre.

2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, just above the navel. Grasp your fist with your other hand.

3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the food or other object is coughed out.
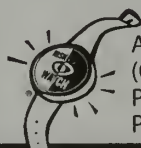
Adapted from *Risk Watch®–Grades Pre-K and K, Lesson 3: Choking, Suffocation and Strangulation Prevention* (Quincy, MA: National Fire Protection Association, 1998). Adapted with permission of the National Fire Protection Association. The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

Refusalskills

There will be times when your friends make choices that go against your needs, beliefs or goals.

Some of your friends' choices may be contrary to your values or the values of your family and culture. Saying "no" is not always easy, especially when you don't want to hurt people's feelings. We need to learn to say "no" without feeling guilty.

The following guidelines will help you resist negative peer pressure.

■ **Ask questions to find out more about the activity.** Consider how this activity might have consequences your friends haven't thought about.

■ **Firmly state your decision.** Say "no" and say it right away. Make eye contact. Communicate the fact that you are sure of what you want. Use a strong voice.

■ **Don't offer long explanations and excuses.** This will just give others more opportunities to argue with your explanations. You can't lose an argument that you don't get into.

■ **Keep saying "no" if the pressure continues**, without offering excuses or explanations. Just keep saying "I understand what you want but I am not going to do it."

■ **Make an excuse, such as "I don't feel well or I have to be home."** Work out a code word with your parents so that if you phone and give the code, they will come and get you right away.

■ **Avoid situations** where you know there will be pressure to do things that go against your values and beliefs.

■ **Recruit an ally.** Getting a friend in the group to agree with you reduces the pressure the majority can assert.

■ **Suggest something else.** This is a delaying tactic. Delaying tactics can help you avoid the pressure when it is difficult to say "no." Using a delaying tactic doesn't mean you will say yes later, but it may give you time to get out of the situation or think of other ways to refuse when the situation comes around again.

■ **Change the subject** or pretend you didn't hear the request.

■ **Make a joke** of the situation.

■ **Choose friends** who respect your feelings, beliefs and values.

Refusalskills
CONTINUED

Here are a few specific ways to say no.

"No, thanks."

"No way, my family would disown me."

"My mind is made up and I don't want to talk about it any more."

"I like me the way I am now."

"I'm allergic."

"I have plans and goals for my life and this would interfere."

List other examples of specific ways to say "no":

- _____
  _____
  _____
- _____
  _____
- _____
  _____

Tricks of persuasion.

People use many ways to try to persuade others to do things. When you understand the techniques, it is easier to resist the pressure.

These are some of the most common techniques.

- **Bandwagon**—"Everyone else is doing it." You could respond with "Great, then I guess you won't have trouble finding someone who will."

- **Name-calling**—"You are such a wimp." You could respond with "Thanks for the character analysis."

- **Bargain/Free stuff**—"What is your problem, it won't cost you anything?" You could respond with "It costs more than you will ever realize."

- **Personal attack**—Instead of dealing with the issue, you are verbally attacked. Recognize that the attack is to try to convince you to do something that you don't want to do.

- **Repetition**—The person keeps saying the same things over and over to wear you down. The best response is to keep saying the same thing back to them, over and over again.

- **Testimonial**—Someone famous or someone you know does the thing you are refusing to do. State firmly that you choose your own behaviours, others do not make those choices for you.

- **New stuff**—The person tries to convince you that because the substance or the technique is new you have to try it. Respond with something like " new stuff but same response."

- **Snob appeal**—People may try to justify certain choices by rationalizing "But we deserve it. We can handle it." Respond with "I deserve the right to make my own decisions."

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name   date

Workplace
health&safety

Alberta's Occupational Health and Safety Act is a law that helps protect your health and safety at work.

It focuses on keeping the workplace safe for you, your employer and others you work with.

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You have a **right** to a safe and healthy workplace

■ Employers must do everything they can to protect your health and safety. For example, employers have to assess safety hazards at the workplace to control or eliminate them and keep equipment in safe working order.

As a worker you also have **responsibilities**

■ The law requires you to work safely and cooperate with your employer by following the health and safety rules for the job.

For more information about safety in the workplace

Workplace Health & Safety
1–866–415–8690
(toll free anywhere in Alberta, 24 hours/day, 7 days a week)

Workplace Health & Safety
website at **<www.whs.gov.ab.ca>**.

Ten questions to ask your employer **before** starting work

1. What are the dangers of my job?

2. Are there any other hazards, such as noise, chemicals, radiation, that I should know about?

3. Will I receive job safety training? When?

4. Is there any safety gear I'll be expected to wear? Will I receive training in how to use it? When?

5. Will I be trained in emergency procedures? When?

6. Where are fire extinguishers, first aid kits and other emergency equipment located?

7. What are my health and safety responsibilities?

8. Who do I ask if I have a health or safety question?

9. Do you have safety meetings?

10. What do I do if I get hurt? Who is the first aid person?

name   date

Icanhandleit

I can handle it
I am the master of my own fate
I can figure out solutions to my problems
I am not alone
People care about me
I make a difference in the world!

Resiliency is the ability to rise above difficult life circumstances. There are many things that teens can do to help themselves handle difficulties they may encounter in their lives.

Have a positive outlook

People who are hopeful are people willing to take on new challenges. They keep moving forward because they expect good things to happen. There are four important ways of thinking that influence a positive attitude:

■ When things don't go your way, that's okay.

■ You can have control over most of the circumstance in life that can cause you unhappiness.

■ You can depend on yourself.

■ The past doesn't define you but your attitudes, actions and values do.

(Stearns, 1988)

Set goals for yourself

Making plans and following through can help you get what you need. Setting goals and acting on them can help you become what you want. Here are five benefits of being a goal-setter:

■ You gain independence. You're not letting someone else decide your life for you.

■ You gain a sense of accomplishment. You're not just following orders or doing what's expected of you.

■ You make things happen. You're not waiting and wishing they would happen.

■ You manage your time more effectively. Getting more done gives you more freedom to explore other things you want to do.

■ People who set goals aren't bored, and they aren't boring.

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Icanhandleit
CONTINUED

Develop good decision-making techniques

Practice making thoughtful, deliberate decisions. One of the best and simplest ways to do this is with Plus and Minus lists. Think of a decision you're facing, and then come up with as many Pluses (good things) and Minuses (not-so-good things) about it as you can. If your Plus list is longer or stronger, do it. If your Minus list is longer or stronger, don't do it.

Learn self-monitoring behaviour

Learn to check on your own behaviour to make sure you are doing everything you can to avoid or survive difficult times. Ask yourself questions like:

- Am I separating myself from negative circumstances?
- Am I accessing all the resources available to me?
- Do I have a support system in times of crisis?
- Am I keeping a positive attitude?
- Am I making the most of my personal talents?

Get involved in meaningful tasks as a volunteer

People who give of themselves as volunteers:

- have many opportunities to recognize their talents
- develop relationships with a variety of people
- make themselves known and appreciated
- feel good about themselves
- learn to respect others
- learn new skills
- develop leadership skills
- develop patience, tolerance and understanding.

Keep a sense of humor

Laugh at yourself. Don't take yourself too seriously. Help yourself keep a more positive perspective by looking for the lighter side in all situations.

keep your sanity

Here are suggestions for how to keep your sanity when things around you seem out of control:

- **eliminate unnecessary stresses**

- **end unhealthy relationships**

- **reduce the noise level around you** – both external noise and internal psychological noise

- **prevent last minute anxiety** by making a schedule for homework, studying and practice sessions

- **use a day timer and stick to your plans** – and reward yourself now and then when you do!

- **use positive self-talk**

- **be flexible** and remember that real-life involves unexpected interruptions which will require you to change your plans

- **take routine breaks** from your school work

- **eat regularly and well**

- **get enough sleep.**

appendix b

name   date

How much
sleepdoyouneed?

If you're a teen, it's probably safe to say you're not getting as much sleep as you need!

Thanks to several new studies of teens and their sleeping habits, we are beginning to understand more about the sleep needs of teens.

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How **much** sleep do I need?

Most teens need about nine to nine-and-a-half hours of sleep to avoid behaviours associated with sleep deprivation. These behaviours include falling asleep in class, difficulty waking up in the morning, difficulty concentrating and depression. One study found that sleep may have a significant effect on grades—teens who get a limited amount of sleep tend to earn lower marks than teens who get adequate sleep.

Many surveys show that the average teen gets only about six or seven hours of sleep each night. Twenty per cent of all high school students report falling asleep in school.

During your teen years, your body's biorhythms are reset, telling you to fall asleep later and wake up later. Unlike younger children and adults, whose bodies tell them to go to sleep and wake up earlier, most teens' bodies are telling them to go to sleep late at night and sleep well into the afternoon. In fact, more than 50 per cent of students report being the most alert after three o'clock in the afternoon.

Melatonin, a hormone that helps you fall asleep, is produced at different times of the day for teens than it is for young children and adults. Your melatonin levels may be high when you're supposed to be waking up and going to school.

Sleep also helps keep you healthy by slowing your metabolism, heart beat and respiration enough to re-energize you after everyday physical activities. During sleep, growth hormones are released that help tissues grow properly, form red blood cells that deliver oxygen to your brain and promote bone growth.

How can I get **more** sleep?

Try these strategies for getting more sleep each night.

■ **Avoid beverages with caffeine**, such as soda and coffee, after 4 p.m.

■ **Avoid violent or scary television shows**, movies or books that might keep you from falling asleep.

■ **Avoid long naps**. Naps that last more than 30 minutes may keep you from falling asleep later.

■ **Don't wait until the night before a big test to study**. Staying up all night to cram can really throw off your sleep patterns.

■ **Avoid using the computer right before bedtime**. Light sends signals to your brain that it's time to wake up.

■ **Exercise regularly**, but not right before bed.

■ **Go to bed and get up at the same time every day**.

■ **Stick with your regular sleep schedule** on weekends, too. You can't catch up on missed sleep from the week before.

■ **Keep the lights low in the evening** to help you unwind from the day. Try meditating, reading or listening to soothing music.

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name   date

Fetalalcohol spectrumdisorder

We are just beginning to understand the relationship between drinking alcohol during pregnancy and the set of related birth defects called Fetal Alcohol Spectrum Disorder (FASD).

An FASD diagnosis is made by a specially trained team of professionals and doctors. In order for a child to be diagnosed as having FASD, the birth mother must have a history of drinking while pregnant to confirm that the brain damage was caused by prenatal exposure to alcohol.

A child must also have abnormalities in all of the following areas:
- **slowed growth**—weight and height below normal
- **certain facial characteristics**—short openings between eyelids, long midface, vertical groove between nose and upper lip is flattened, thin upper lip, flattened upper jaw bone
- **brain damage**—this damage means that the child may not develop and behave the way other children do.

Why is it so difficult to diagnose FASD?

It's difficult to diagnose FASD for many reasons.

- **There is no one symptom** that can identify FASD.
- **There are no accepted medical tests** to diagnose FASD.
- **FASD symptoms may change** as the child gets older.
- **FASD symptoms are hard to see in babies**.
- **It can be difficult to find out** how much alcohol the mother drank during pregnancy.

It is important to remember that the symptoms of FASD could also be the symptoms of other problems. For this reason, all other causes of physical and behavioural problems must be ruled out before the child can be diagnosed with FASD.

How much alcohol causes harm?

No one knows how much alcohol a pregnant woman can safely drink without affecting the fetus. Research clearly shows that heavier drinking increases two things:

- the chance that the fetus will be harmed
- how severe the harm is.

There is also no time during pregnancy when it is totally safe to drink alcohol. Most doctors and researchers say that if you are thinking of getting pregnant or if you already are pregnant, it's a good idea to avoid alcohol completely. It is also recommended that women do not drink while breast-feeding because alcohol is passed to the baby through breast milk.

continued

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Fetalalcohol spectrum disorder
CONTINUED

How much alcohol causes harm?...continued

Not all women who drink heavily while they're pregnant will have children with FASD. The mother's metabolism is one factor that affects how much the fetus is harmed. The mother's metabolism is affected by:

- how the pregnancy itself is going

- how long the mother has been drinking before the pregnancy

- her age

- her body weight

- her drinking style (e.g., drinking every day or heavy occasional drinking binges).

Other factors, such as the quality of the mother's nutrition, whether or not she smokes and drug use, also play a part in contributing to alcohol-related birth defects.

How many children have FASD?

There is a lot of debate about this question. In North America, the current estimate for FASD is 1–3 for every 1000 live births.

Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: AADAC, 1996).

How does FASD affect people's lives?

FASD affects individuals, their families and their communities in a variety of ways. Children with FASD often have learning and behavioural difficulties that require additional and long-term support. Adults with FASD may have difficulties on the job, in relationships or with the law.

For individuals with FASD to be successful, their family, school and community need to understand how this condition affects people and what kinds of supports and resources will help them best develop the skills they need to live productive and happy lives. Each year, we are adding to our understanding of FASD.

Prevention is key

Ultimately, prevention of FASD is what we need to aim for as a society. FASD is a totally preventable disability and we need families and communities to work together to promote healthy choices, particularly during pregnancy.

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name   date

Sexually transmitted
diseases

Sexually Transmitted Diseases (STD) are a group of diseases that are spread from person to person through sexual contact and through blood.

Currently, the most common STD are: chlamydia, genital herpes, human papilloma virus (HPV), gonorrhea, hepatitis B, C, and human immunodeficiency virus (HIV) infection.

Common symptoms of STD are: abnormal discharge, burning when urinating, itching, sores, rashes and bumps, lower abdominal pain in females and testicular pain in males.

■ Chlamydia

Chlamydia is a sexually transmitted disease caused by bacteria called chlamydia trachomatis. It is contracted through sexual intercourse with an infected partner, and may take from two to six weeks or even longer after intercourse to appear. The symptoms for males include pain during urination, a clear, intermittent urethral discharge, urethral irritation or itch, or no symptoms at all in up to 50 per cent of males with chlamydia. Females with chlamydia might have abnormal vaginal discharge, irregular vaginal spotting (blood), painful sexual intercourse, abdominal pain, or no symptoms at all in up to 70 per cent of cases. A person diagnosed with chlamydia must take prescribed antibiotics, report the case to public health authorities, notify his or her partner and take follow-up testing if necessary. Untreated cases may result in complications in both males and females, including infertility. If the disease spreads to the blood, it could cause more severe illnesses.

■ Genital **Herpes**

Genital herpes is an STD caused by the herpes simplex virus (HSV). The type I virus is usually associated with cold sores, while the type II virus results in sores on the genitals. There are rarely complications from genital herpes, but the emotional impact is significant because it is a life-long infection. It is contracted through direct contact with the sores or blisters of an infected person, through sexual contact or sometimes from contact with skin that looks healthy. The symptoms begin with itchiness and/or pain at the site of the virus entry, and then a small cluster of blisters develop. These blisters break and form painful, open sores, which last from seven to 21 days. There are tender swollen glands in the groin area, flu-like symptoms, painful urination, urethral discharge or abnormal vaginal discharge. As the sores heal, the virus moves to the nerve tissue and remains dormant until something triggers a recurrence. Triggers can include psychological stress, physical stress, such as lack of sleep, poor nutrition, sexual activity and menstruation. Recurrent outbreaks are usually less severe than the initial outbreak, and might last four to 10 days. Over time, outbreaks may become less frequent and some people have few or no recurrences.

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Sexually transmitted diseases **CONTINUED**

appendix b

HPV

The human papilloma virus (HPV) has many varieties. A small number of these viruses cause genital warts and a variety of cancers. HPV is contracted through direct skin-to-skin contact with the virus during sexual intercourse or, in rare occasions, an infected mother can pass it to a newborn during birth. The symptoms of the virus include flesh-colored growths, or warts, in the genital and anal areas. In males, they may be under the foreskin or in the urethra and might not be visible; in females, they may be in the vagina or on the cervix and also not visible. They are usually painless, though there is occasional itching and some bleeding with anal warts. Some people with HPV have no visible warts but are still capable of passing on the virus. A complication of HPV can be a variety of genital cancers in both men and women; the most common is cervical cancer. There is no complete cure for HPV. Visible warts can be treated in a variety of ways. Infected persons should seek medical treatment, inform their sexual partners and have regular follow-up exams. It is important to know that condoms reduce, but do not completely eliminate the possibility of passing on HPV.

Gonorrhea

Gonorrhea is a STD caused by the bacteria neisseria gonorrhoeae. It is contracted during sexual intercourse with an infected partner, within one to 14 days after contact. Most develop symptoms within two to five days. Infected males may have a urethral discharge, often with an odour, burning during urination or no symptoms at all. Infected females may have a thick, yellowish vaginal discharge; abnormal vaginal bleeding; swelling, itching or pain in the genital area; lower abdominal pain or no symptoms at all. Thirteen to 77 per cent of males, and more than 50 per cent of females have no symptoms.

Like chlamydia, untreated gonorrhea can have serious complications. An infected person must take prescribed antibiotics, report the case to the public health authority, notify his or her partner and take follow-up tests if required.

Hepatitis B

Hepatitis B is caused by the hepatitis B virus (HBV). It is spread through exposure to body fluids of an infectious person, such as blood, semen, vaginal secretions or saliva. It can be passed through household or family contact with an acute case, and an infected mother can pass it to her unborn baby at birth or during breastfeeding. It is passed on sexually through intercourse with an infected person. After exposure, the disease takes anywhere from two to five months to appear. Symptoms include fatigue, lack of appetite, skin rashes, nausea and flu-like symptoms. Some people might also develop jaundice or arthritis. Some people will have no symptoms but can still pass the virus to others. Most people with HBV recover and have no complications. Up to 10 per cent become chronic carriers who are infectious for life and may develop cirrhosis or liver cancer over a period of years. Management of the disease includes bed rest, nutritious low protein diet, avoiding alcohol, possible hospitalization. For chronic infections, ongoing medical treatment, reporting to the local health authority and informing partners are necessary. Unlike many other STDs, most people who get HBV develop lifelong natural immunity against future infections.

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Sexually transmitted diseases
CONTINUED

appendix b

Hepatitis C

Hepatitis C is a liver disease caused by the virus referred to as HCV. It is spread by direct exposure to blood or body fluids containing the blood of an infected person. Most people who get HCV do not usually get it from sexual contact, but from sharing needles or other drug-related equipment with infected persons, sharing razors or toothbrushes with infected persons, or from getting tattoos or piercing with dirty or unsterile needles. Long-term sexual partners need to be aware that there is an increased risk of transmission during sexual activity when there are open sores and during menstrual periods. Many infected people have no symptoms and feel healthy for years. Others feel tired, suffer from joint pain or loss of appetite. Some also have jaundice (a yellow look to their eyes and skin). A person with HCV has to make some lifestyle changes, such as eating healthy foods, avoiding alcohol and getting shots to avoid Hepatitis A or B.

Adapted with permission from Canadian Liver Foundation, *Facts About Hepatitis C: A Liver Disease* (Toronto, ON: Canadian Liver Foundation, 1999).

Human Immunodeficiency Virus

This is the virus that causes acquired immunodeficiency syndrome (AIDS).

When HIV infects the body, it weakens the immune system by destroying certain immune system cells. The infected person can get unusual infections and cancers. When the immune system becomes damaged beyond repair, these infections and cancers overwhelm the body. This is the final stage of HIV infection called AIDS. Since no vaccine for HIV exists, the only way to prevent infection by the virus is to avoid behaviours that put a person at risk of infection, such as sharing needles or having unprotected sex.

name   date

Four common methods of **birth**control

Effective birth control methods need to provide protection against both infection and unwanted pregnancy.

■ Abstinence

How does it work?

Abstinence means not having vaginal, anal or oral intercourse. As a method of birth control, abstinence means not having vaginal intercourse.

Effectiveness

Abstinence is 100 per cent effective in preventing pregnancy and it provides the best protection against sexually transmitted diseases (STDs).

Issues to consider for this method to be successful

You plan to not have sexual intercourse. You stay out of situations that test your limits. You talk to your partner about how far you want to go at this time in the relationship. You make sure that your partner knows how you feel before you get sexually involved. Be sure that your partner is willing to respect the limits and boundaries you decide are best for you at this time. You accept that you have the right to say "no" to sex. You should not feel guilty and you do not have to explain your reasons.

■ Condoms

How does it work?

A condom is a sheath that is fitted over an erect penis before the penis touches the vagina. The condom acts as a barrier. It prevents pregnancy by stopping a man's sperm from entering the vagina. To be effective, people must use a new condom each and every time they have sex. Use a real condom and not a novelty or joke condom and ensure that the condom has not expired.

Effectiveness

In one year, 10–12 women out of every 100 become pregnant despite condom use. However, if condoms are used correctly and consistently only three out of every 100 women will become pregnant. Condoms are the second best protection against STD.

Issues to consider for this method to be successful

· It is important to learn to use a condom properly. People must use a new condom every time they have sex. Handle condoms gently. Watch out for fingernails. The condom needs to be put on as soon as the penis is hard, before genital contact. Air needs to be squeezed out of the tip of the condom to leave room for the condom to catch the semen. The condom needs to be unrolled all the way down to the base of the penis. The male needs to hold the rim as he pulls out of the vagina right after ejaculation.

· Condoms are made of polyurethane, latex, synthetic rubber or animal material, such as lambskin. Some people are allergic to latex. Natural lambskin condoms have tiny pores and do not protect against STD.

· Do not use Vaseline or other oil-based lubricants that can damage the condom.

· Keep condoms in a cool dry place away from heat and sunlight. Do not keep condoms in a wallet as the friction could damage the condom.

Adapted with permission from Alberta Health, *Birth Control: It's Your Choice* (Edmonton, AB: Alberta Health, 1998), pp. 4-6, 16.

Four common methods of birthcontrol CONTINUED

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Condoms...continued

- Condoms encourage men and women to share the responsibility for birth control.
- Condoms are easy to get. They can be purchased in drugstores, grocery stores and from vending machines in some public washrooms.

■ Birth control **pill**

How does it work?

The birth control pill contains two hormones that are similar to a woman's natural hormones. These hormones prevent pregnancy by stopping the female body from releasing an egg each month. The pill must be taken daily at the same time each day. The birth control pill can make the menstrual cycles more regular and can reduce heavy bleeding and cramps during periods.

Effectiveness

In one year, about two out of every 100 women who use the pill will become pregnant. The pill does not protect against STD. People must use a condom every time they have sex if they want to protect themselves from an STD. Other medications can interfere with the effectiveness of the pill. It is important women check with their doctors. A woman should consider using a back-up method of birth control if she has missed pills, vomited within two hours of taking the pill or has diarrhea.

Issues to consider for this method to be successful

- A woman needs to get a prescription from a doctor to get birth control pills. The doctor and the patient need to determine the personal health risks involved in taking the birth control pill.
- If a woman smokes, she may not want to take the birth control pill as she increases her health risks.
- A woman's body will return to its normal fertility when she stops taking the pill. It is possible to take the pill for many years.
- Most women who take the pill have limited side effects. Some women have problems with nausea, tender breasts, mood swings, bloating, headaches and weight gain.

■ **Withdrawal** should **not** be considered a reliable method of birth control.

How does it work?

Withdrawal describes how a man pulls his penis out of a woman's vagina before he ejaculates. Withdrawal can stop some sperm from entering a woman's vagina. However, some sperm can leak out before ejaculation or the man might not pull out in time. For these reasons, withdrawl is not a reliable method of birth control.

Effectiveness

In one year, 20–30 women out of 100 who use this method as their only birth control will become pregnant. This statistic does not take into consideration the number of women who may be sterile and not know it. Withdrawal does not give you protection from STD.

name   date

Depression

Depression is a total body illness that affects a person's thoughts, feelings, behaviours, physical health and appearance.

This mood disorder is characterized by feelings of sadness, loneliness, hopelessness, worthlessness and guilt. It is the most common of all mental disorders but also the most treatable.

Sometimes depression is not easy to recognize or identify.

The following characteristics of depression may appear in children, teens and adults. It is important to remember that one symptom will affect another.

General signs of depression include:

- negative self-concept
- sadness or apathy (not caring about anything).
- unreasonable guilt
- loss of interest or pleasure in activities once enjoyed.
- changes in sleep patterns; e.g., difficulty falling asleep, awakening several times in the night
- changes in weight or appetite
- constant fatigue or loss of energy
- avoiding other people
- restlessness or decreased activity
- unexplained anger and irritability, frequent complaining
- an inability to make decisions
- feeling overwhelmed by small things
- an inability to analyze and solve problems
- complaints of physical aches and pains for which no medical explanation can be found
- thoughts of death or suicide.

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continued

Depression
CONTINUED

Although adolescents show many of the same signs of depression as adults, teens often show depression through acting-out behaviours.

Some **typical** acting-out behaviours include:

■ increased alcohol or other drug use

■ truancy; a change in pattern of school attendance

■ theft, vandalism, other juvenile crimes

■ major changes in school performance

■ sexual promiscuity

■ dangerous behaviours, risk taking

■ fighting

■ changes in level of activity

■ rejection of past friends, family

■ accidents, dangerous driving

■ running away from home.

What is the **cause**?

There is no one single cause of depression. Research suggests that there is a dynamic interplay between two or more of the factors that make a person vulnerable to depression:

■ specific distressing life events

■ biochemical imbalance in the brain

■ psychological factors

■ genetic links.

Although depression may be situational, some depression is systemic and can happen to people who have a good life where there is no apparent reason for depression.

What can you **do**?

There are health practices to help manage depression. Getting sufficient sleep, eating healthy food in realistic proportions, engaging in regular physical activity, using relaxation exercises, using positive self-talk and thought stopping, and seeing a doctor can help in the management of depression. A doctor may prescribe medication or recommend talk therapy.

Depression is an illness just like other biological illnesses, such as heart disease or cancer. People need to go to the doctor for treatment of these illnesses; depression is no different. By recognizing the signs of depressive illness, people can begin to get the help they need.

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Suicide

Suicide is a significant and underestimated cause of death in Canada.

(Suicide Information Education Centre, 1999)

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Who's at risk?

A number of factors are associated with suicide. When several of the risk factors are present together, the danger of suicide rises.

High risk factors

■ **Previous attempts**—people who have made one or more attempts in the past

■ **Family history of suicide**—persons who have had a family member or close friend die by suicide

■ **Recent losses**—persons who have suffered from a recent significant loss, such as a relationship breakup, death or recent loss of health

■ **Limited support**—people who have few friends, family, or who feel very alone

■ **Depression**

■ **Current level of stress**—people who are experiencing a great deal of stress in their lives

What are the **warning** signs?

There are a number of behavioural signs that might indicate that someone is considering suicide, including:

■ noticeable and sudden change in behaviour

■ direct statements, such as "I wish I were dead" or indirect statements, such as ""Everyone will be better off without me"

■ depression

■ increased use of alcohol or drugs

■ giving away possessions

■ talking about helplessness and hopelessness

■ talking or joking about suicide

■ talking about a specific plan for ending his or her life, including the method, time and place

■ carelessness and recklessness

■ neglecting personal appearance and normal responsibilities

■ trouble with authorities.

Adapted with permission from Alberta Health, *Let's Talk About It—Before Suicide* (Edmonton, AB: Alberta Health, n.d.).

Suicide
CONTINUED

How to talk to someone who may be contemplating suicide

■ **Learn the common clues** that indicate a possibility of suicide.

■ **Listen openly** and without judging.

■ **Let the other person do the talking**.

■ **Ask the person,** "Are you considering suicide?" Don't be afraid to say the word suicide.

■ **Believe what the person is saying** and take all threats seriously.

■ **Share the responsibility**: Tell someone else you trust who will help. This is too important to keep to yourself.

■ **Never keep someone's suicidal feelings a secret**. It is not disloyal to break a confidence to save a life.

■ **Reassure the person** that help is available, and support and encourage him or her to reach out to sources in the community.

■ **Act immediately** if you feel someone is at immediate danger. Stay with that person until help arrives.

■ **If necessary, contact police, emergency services or a hospital** to ensure the person's immediate safety.

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Community resources include:

- crisis or distress lines
- provincial mental health clinics
- family physicians
- local hospitals
- clergy
- parents
- community leaders or elders
- school counsellors
- teachers
- coaches.

Take care of yourself

Helping someone else deal with suicidal thoughts takes a lot of energy and it is important to take care of yourself in the process. Find someone else to talk to, other than people in distress. If you feel overwhelmed, seek help for yourself.

name   date

Careerinformation
interviews

Cracking today's job market is tough. Career information can give you the edge you need to get your foot in the door.

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People to interview for **career information** include:

- people you work with now
- people you have worked with in the past
- friends, family and relatives
- people currently working in a job and/or an occupational area of interest to a student
- people who have worked with people in the field of interest to you
- people in special interest groups
- career counsellors and consultants at career development centers
- local employers in areas of interest to a student
- professional and trade associations
- trainers, instructors or professors in a field of interest to you.

To prepare to **contact** people for interviews:

- **make a list** of people to contact
- **consult the Yellow Pages** to find companies to contact
- **make a plan** for whom to call and when
- **decide which people** could be interviewed on the telephone and which should be interviewed in person
- **prioritize calls** in order of importance or greatest interest
- **write down specific questions** to ask before making calls
- **create a set of specific questions** to ask in interviews, depending on your purpose.

Ask these useful **questions** in a career-related interview:

"Do you know someone who might be able to help me?"

"Where do I find more information on…?"

"What has been your experience…?"

"Do you have any tips you would be willing to share with me?"

"I am interested in a career/job that is similar to what you are doing. Would it be possible to meet with you for 20 minutes to ask you some questions about what you do?"

"What are your expectations of someone applying for a position here?"

"Would you be open to my conducting an information interview with some of your staff?"

"Would you be comfortable having me job shadow you or one of your staff for a day?"

tips
Tips for a **Successful** Interview

- Bring the questions you have prepared, paper, a pen and a clipboard to write on.
- Be courteous. Ask for no more than 20 minutes and be punctual.
- Tell the person the purpose of the interview.
- Send a thank-you note after the interview.

name   date

Taking
positiverisks

Taking positive risks means trying new things which might at first be intimidating, but will be beneficial to you once you have done them.

The benefit of positive risk-taking is that it enhances your confidence and sense of self-worth by providing you with a feeling of competence in a new area, or improved competence in an area you struggle with. Often, low feelings of self-worth are related to feelings of incompetence, failure or fear. Learning to throw away failures and take positive risks can help to improve your confidence and feelings of self-worth.

Here are some examples of common things people are often afraid to try:

- skiing
- staying alone
- talking to someone you don't know
- asking someone out on a date
- mountain climbing
- taking a course with strangers
- taking music lessons
- stating your opinion in public
- performing in public – music, individual sports
- failing at something
- doing your best at something
- running for school council.

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Taking positiverisks CONTINUED

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Here are some things you can do to increase your own positive risk-taking:

■ **Throw away a failure** – write a failure, or regret (something you wish you had done or not done) on a piece of paper. Just the basics are enough – no need for detail. Then, crumple up the piece of paper and throw it away – then let go of it in your mind.

■ **Take positive risks in small stages** – start with sharing something small about yourself. Once you are comfortable with that small risk, move on to something a little more difficult. Remember to celebrate your successes.

■ **Discuss anxieties and fears** – evaluate your risks by thinking through them to determine whether or not there is a good reason for your fears. Develop strategies to deal with realistic fears.

■ **Take small risks with a close friend** – you have a greater chance of being successful when you are with someone you know well and trust.

■ **Choose to take a risk in a small group** – perhaps some of your friends want to try the same thing. You could be a support group to each other.

■ **Share concerns and anxieties with close friends** – hearing yourself talk about your concerns may help you to realize that your concerns are less frightening than they appeared to be when they were internal.

■ **Keep a positive risk-taking journal** – write down the risks you have taken, how you felt when you took them, and what you accomplished or felt afterward. Look back after a few months to see you far you've come.

■ **Choose a positive risk activity for a special occasion** – once you are more comfortable with risking taking, choose a special time, like a birthday or anniversary of moving to a new place. Take a friend or your family with you. Celebrate your success.

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Employment
standards

The *Alberta Employment Standards Code* is a law establishing minimum standards of employment for employees and employers.

Standards include payment of earnings, hours of work and rest, overtime pay, general holiday and vacation pay, notice of employment termination, maternity and adoption benefits.

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If you are under 18 years of age, there are some rules you should know before you head out into the world of work.

If you are 12 years old but under 15, you can be employed as a delivery person for a retail store, a clerk in an office or retail store, or a delivery person for newspapers, flyers or hand bills.

- Any other type of employment requires a permit from the Director of Employment Standards.

- Employees under 15 years old can only work two hours on a school day and eight hours on a non-school day. They cannot work between 9:00 p.m. and 6:00 a.m.

- A parent or guardian must give the employer written consent.

If you are 15 years of age but under 18, you cannot work at any of the following types of business between midnight and 6:00 a.m.; between 9:00 p.m. and midnight, you must be in the continuous presence of another individual 18 years old or older:

- any retail business selling food, beverages or other goods

- a retail business selling gasoline, propane or other similar product

- a hotel, motel, inn or other overnight accommodation service.

Payment of earnings

According to *Employment Standards Guide*, Alberta Human Resources and Employment, January 2001, employees must be paid not later than 10 days after the end of each pay period.

Minimum wages

- The general minimum wage is $5.90 per hour.

- School bus drivers, adolescents employed on days when required to attend school, and part-time employees in certain non-profit recreation or athletic programs are entitled to not less than two hours pay at minimum wage if they are employed for less than two hours.

- All other employees are entitled to not less than three hours at the minimum wage if they are employed for less than three hours and they are available to work for the full three hours.

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Employment standards
CONTINUED

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Rules regarding **termination** of **employment**

Employees wishing to terminate their employment must give the employer a written termination notice of at least:

■ one week if employed more than three months but less than two years

■ two weeks if employed two years or more.

Employers wishing to terminate the employment of an employee must give the employee a written termination notice of at least:

■ one week, if employed more than three months but less than two years

■ two weeks, if employed two years but less than four years

or

■ the wages the employee would have earned for the applicable period of notice

or

■ a combination of written notice and the wages the employee would have earned for the applicable period of notice (Some exceptions apply.)

For more information on Alberta's Employment Standards

Employment Standards **427–2731**
*(if you are outside the Edmonton area, call toll free from anywhere in Alberta by dialing **310–0000** and then entering **427–2731**.)*

Employment Standards web site
<www.gov.ab.ca/hre/employmentstandards>

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How to evaluate
healthinformation
on the web

This may be a surprise to many people, but the only qualification needed to run a health and medical web site are basic computer skills!

So to get the best health care, you have to make sure that the medical information you are using from the Web is reliable and trustworthy. Your challenge is to figure out which web sites provide reliable information from knowledgeable and ethical health professionals and which ones provide information put together by a person who has limited expertise and credibility.

Here are some tips to help you **evaluate** health information on the web.

1. **Visit several sites.** A single site will probably not provide a comprehensive picture of what you need to know about a health issue. Visit as many as four to six sites.

2. **Find out who runs the site.** Any good health-related site should make it easy for you to learn who is responsible for the site and its information. Pay close attention to the credibility and credentials of the publishers.

3. **Who wrote the information?** Is the author a physician, nurse practitioner or other health professional? What are their credentials, affiliations and professional experience? What are their qualifications for writing on the subject at hand?

4. **What is the source of the information?** Many health sites post information collected from other web sites. If the person in charge of this site did not create the information, then the original source should be clearly labelled and available for your assessment.

5. **Look for a current date.** Health and medical information on web sites should be reviewed and updated on a regular basis.

6. **Look to see that there is a scientific basis for the information** and opinions that are offered. Look for references and citations so that you can learn more about the topic and evaluate the quality of the information.

7. **Find out the site's main purpose.** Look under "About this site" or "Mission statement."

8. **Be cautious.** Be skeptical of sites that are not well-known or government-sponsored because many are created and maintained for commercial reasons. The information on these sites may be accurate, but it is wise to consider the possibility that someone is trying to sell something by providing the information.

9. **Protect your privacy.** Any credible health site asking for personal information should tell you exactly what they will and will not do with it. Be certain that you read the site's privacy policy statements. And be sure you know why they are asking you to disclose personal medical information.

10. **Share the information you gather** from Internet sources with your parents and health professionals. Make sure you seek their input and recommendations about your Internet health sources, especially when it concerns conditions or treatment decisions.

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Choosing a
positiveattitude

Create a positive picture
of the person who
is you.

Consider the following strategies to help you choose a positive attitude.

■ **You can choose to be optimistic.** The glass can be seen as half full.

■ **You can choose to accept things as they are.** This doesn't mean you give up or quit, it means that you don't continue to bang your head against the wall. You just get on with the rest of your life.

■ **You can choose to be resilient.** You can make like an oak tree with strong roots and a foundation. Like a tree you can sway and bend as life batters you but bounce back when the storm is over. When you are resilient, you can survive almost anything including loss, heartache, abuse.

■ **You can choose to be cheerful.** Start by refusing to say negative things. Curl your tongue and take five deep breaths. Smile. When you send out positive words, thoughts and feelings, and act in a positive way, positive people and situations are more likely to become part of your life.

■ **You can choose to behave in an enthusiastic way.** Approach everything you do with energy. Enthusiasm is contagious; the more upbeat you are, the more likely others around you will act in an upbeat, positive way.

■ **You can choose to have a sense of humour.** Laughter helps everyone feel positive, including yourself. Acting silly now and then can significantly change your own mood and the mood of a situation.

■ **You can choose to be grateful.** Pay attention to people, events, things and situations for which you are grateful. Consider keeping a daily gratitude journal.

■ **You can choose to have faith.** For some this means having faith in a higher power, for others this may mean having faith in others and themselves. Having faith means believing that things will work out.

■ **You can choose to have hope.** Without hope, life has no meaning or purpose. We expect nothing, plan nothing, and set no goals. Search for hope in your life. Approach your life with hope for it is the most important attitude of all.

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Negotiationskills

Learning to negotiate with others increases the likelihood that we will get closer to what we want and need in life.

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To be a good negotiator, there are several factors to consider.

■ Clearly establish what the real issues are. In negotiations, often two things are bargained for…what is stated openly and the real concerns that are often not said aloud. You need to watch body language, listen carefully and check out any assumptions you have. Paraphrasing is an important skill for a good negotiator to have.

■ If you get stuck on a particularly difficult issue, leave it for a while and move on. Then, come back to the unresolved issue. Hopefully, further discussion and agreements in other areas will make both parties more willing to negotiate on the outstanding issue.

■ Keep your goals in mind. When the going gets tough, many people don't persevere. Recognize that successful negotiation takes time.

■ Consider previous precedents. To justify what you are asking for, refer to previous situations in which you or others did the similar or same thing with favourable results. If the precedent had unfavorable results, you might want to rethink your current goals.

■ Remain calm and focused during negotiations.

Styles of negotiation

There are two common styles of negotiators: the win-at-all-costs negotiator and the win/win negotiator. The win-at-all-costs negotiator sees every negotiation in terms of winning and losing, and definitely wants to be the winner. When confronted with this style, the most effective strategy is often to discontinue the negotiation or direct the communication pattern toward a win/win situation.

The win/win negotiator tries to find acceptable solutions for both parties. This kind of negotiator regards the conflict as an opportunity to uncover creative solutions that will benefit both parties.

Negotiationskills
CONTINUED

Steps to **win/win** negotiation

In a negotiation, the first few minutes of the process are the most important.

▪ **Prepare to negotiate by clarifying your goals to yourself.** What will you ask? Is what you want negotiable? When would be a good time to negotiate?

▪ **Set up a meeting.** Choose a comfortable, quiet place to meet. Pick a time that works for everyone, not when other tasks need to be done or participants are stressed.

▪ **Write down the points you want to raise.**

▪ **Agree to solve the problem.** State this positive intention by saying something like "I want to solve this problem. I hope you want to solve the problem as well."

▪ **Set the ground rules.** Don't assume everyone will behave a certain way. Typical rules include no name-calling, no interrupting, avoiding put downs, telling the truth.

▪ **Use "I" messages.** Be as specific as possible. For example, "I feel frustrated when we've made plans and they get changed at the last minute. I need to feel I can count on you."

▪ **Listen and clarify needs.** To ensure understanding, paraphrase the other person's perspective.

▪ **Keep the meeting positive and upbeat.**

▪ **Work to establish common ground.**

▪ **Separate fact from feeling.**

▪ **Explore solutions** that provide the greatest opportunity for mutual satisfaction.

▪ **Reach an agreement.**

▪ **Don't be discouraged** if at first you don't succeed. If you need another meeting, suggest that you meet again in a week or so.

The key to good negotiations is to have a clear understanding of what the other side wants, and then demonstrate that you can help to achieve both sets of goals—yours and the other person's.

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Leading and **encouraging** discussions

The success of any discussion depends upon active participation of all group members.

Individuals will share freely only when there is a climate of acceptance and comfort. Individuals must perceive that the sharing of ideas is safe and that opinions are welcome. Feelings, attitudes and expectations influence cooperation, listening, participation, trust and openness.

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As a leader, you need to be aware of signs that identify potential problems. If participants begin to look bored, shift in their seats, avoid eye contact, engage in side conversations or show by their expressions and body language that they don't agree, it is time to ask questions. Determine what is going on and what actions will change the tone of the discussion. Do not assume that silence means support and consent.

The following examples offer guidelines for **encouraging** discussions.

■ **Ask for feelings and opinions**—Ask questions that will help people express ideas and draw people into the discussion. For example: *"Joe, what is your reaction to…"? "How do you feel about…?"*

■ **Paraphrase**—Repeat in your own words what the other person said. This shows that you listened to the other person and that you understood his or her message. This strategy helps individuals feel that what they said was important. Don't paraphrase every statement—just selected statements. Start your paraphrase by saying something like *"Let me see if I understand your position. Are you saying that…?"* or *"You seem to be saying that…"*

■ **Encourage participation**—Sometimes people need to be personally invited to share ideas. Extend invitations by saying things like—*"I'd like to hear from Jill before we go on"* or *"Jaime, how would you respond to that concern?" "We have heard from almost everyone, would those who haven't spoken like to share their ideas ?"*

■ **Ask for a summary**—You could say *"A lot of good ideas have been presented. Would someone please summarize the major points before we go on ?"*

■ **Ask for examples**—You could say *"I am unclear, would you please share some examples of how your idea could work."*

■ **Test for consensus**—You could say *"It seems that there is some agreement on this issue, before we go on let's have a show of hands to see how people feel about this idea."*

■ **Initiate action**—You could state *"We need some suggestions on how to get started."*

■ **Be supportive**—You could say *"Let's give Jim a chance to share the way he sees it"* or *" Laura , you have had a chance to share your ideas, let's hear from someone else."*

■ **Note differences**—You could say *"You seem to be disagreeing, would you like to share your ideas?"*

Leading and **encouraging** discussion **CONTINUED**

Things to **avoid**

■ Avoid unanswerable questions—Be sure that the questions you ask can be answered by some member of the group.

■ Avoid Yes/No answers to questions—Unless followed by further questions, such as "why", "when", "how", or "what", a question that can be answered by a "yes" or a "no" tends to stop discussion.

■ Avoid vague questions—Sometimes you may need to rephrase your question or break it down into smaller questions.

■ Avoid rushing people—Some people need more time to think about an answer. Note which people quickly offer ideas and which people seem to be reflecting. Before a topic is changed make sure that you ask the reflective people if they would like to add any ideas.

Common **issues** and **solutions**

If you want to stimulate discussion	*ask the group a general question*
If you want to wrap up discussion	*ask an individual to summarize the discussion*
If you want to bring a participant into the discussion	*ask an individual a general question*
If two participants are engaging in side conversation	*ask one a specific question*
If you are asked a question and you are not sure of the answer	*direct the question back to the group*
If two participants are debating a point and everyone else is just sitting and watching	*ask an individual to summarize the discussion*
If discussion has been going on for some time without much progress	*ask the group for a summary*
If you want to know if you have been an effective discussion facilitator	*ask the group for constructive feedback.*

name   date

Volunteering and **career**building

Are you looking for a job but don't have the experience? Are you frustrated that without a job you can't get the experience?

Do you need more skills or connections to find work? Try volunteering!

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Think of it as an **investment**

Volunteering is one of the best investments you can make with your time. The more you give, the more you receive. But the rewards are not the kind you measure in dollars and cents. Volunteering can pay life learning and career-building dividends. Here's how.

Volunteering helps you:

- get work experience

- practise the skills you already have

- learn new skills

- meet people and make connections that may help you get a job

- demonstrate your maturity to future employers

- get a feel for the workplace

- check out careers that might interest you

- learn about the challenges and rewards of various careers

- learn more about yourself

- try new experiences, meet new challenges and discover new strengths.

As if that weren't enough, volunteering also:

- lets you express your values and beliefs through community service

- makes a difference in the lives of others.

Volunteering and careerbuilding CONTINUED

Things to consider

■ **Be realistic about your skill level** when you apply for volunteer work. An organization may need people with more skills than you have to offer in the role you want. You may need to develop skills before taking on more challenging positions.

■ **Think about what you want in a volunteer job.** Make two lists: features that are "must haves" and those that "would be nice."

■ **Choose an agency or project, or several, that fit your requirements.**

■ **Call ahead. Ask about volunteer opportunities.**

■ **Make an appointment for an interview or information session.**

■ **Be specific about what you hope to gain, your skills, and time available.**

■ **Be flexible.** Are you willing to consider other roles?

■ **Be patient.** Finding a volunteer opportunity that's right for you may take time.

■ **If at first you don't succeed, try again**—with the same agency or somewhere else.

■ **Understand your role and responsibilities.** In any organization, things always run more smoothly when everyone understands their responsibilities and their common goals. Ask for a clear, written job description spelling out what you have been asked to accomplish, who you will be working with, who you will report to, how much time you have and whether any resources are available to help you.

What does it take to be a volunteer?

Caring — enough to do something.

Initiative — to turn your caring into action.

Commitment — to follow through on the promises you make.

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Volunteerwork

Volunteering is an excellent way to find out more about the types of tasks involved in many occupations.

It also provides opportunities to develop new skills.

Volunteer work gives you the opportunity to:

• meet and socialize with people in your target occupations

• gain recognition

• develop skills

• get training or employment-related experience

• build confidence, as well as a personal sense of satisfaction.

Consider what kind of volunteer work you could do to discover more about occupations that interest you. Look for volunteer work that is directly related to the types of activities involved in your target occupations, provides related training and allows you to experience a similar work environment. For example, if you are interested in recreation occupations and are looking for leadership training, contact your local parks and recreation board, and organizations such as Scouts Canada or Girl Guides of Canada.

There are many ways to find unique and interesting volunteer experiences.

■ **Check with your local volunteer action centre or contact the agencies you are interested in directly.** Use the "Associations" section of the Yellow Pages to find non-profit organizations. Then, call them to find out how they are funded and what they do. Ask if they need volunteer help.

■ **Answer advertisements** in newspapers, newsletters and on radio or television.

■ **Tell your family, friends and casual acquaintances** about the types of volunteer work you are looking for. They may know of opportunities and contacts.

■ **Ask teachers and career counsellors.** Most counsellors and teachers belong to or know about community groups and service organizations.

■ **Talk to employers.** Some employers may be interested in having you work as a volunteer or be willing to direct you to volunteer experiences they prefer prospective employees to have.

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Volunteerwork
CONTINUED

Before you make a commitment, make sure the position will fulfill your needs and you can fulfill the position's needs.

Consider the following **questions**.

- What duties are involved? How many hours per week do you have to commit? If there is a training period, how long is it?

- Do your values, ethics and goals agree with those of the organization?

- Will you have opportunities to develop skills that can be transferred to paid employment? Is the work meaningful for you?

- What special safety precautions and/or equipment are required? Do you have to supply your own equipment?

- How much will volunteering cost you? Consider travel expenses, meals away from home, specialized clothing.

Becoming a volunteer is a **commitment**.

Take your volunteer responsibilities seriously and conduct yourself as professionally as you would on the job.

appendix b

Appendix C – Student activity masters

Activities from illustrated examples:

Name _____

Date _____

Independent study and research

Select a topic

Questions to answer

Organize information

Sources of information

Share information

Evaluation of study

Idea builder

1. Key idea

_____

2. Draw it

3. Facts

_____

_____

_____

_____

4. Sample sentence

_____

_____

_____

_____

5. Examples

_____

_____

_____

6. Non-examples

_____

_____

_____

7. Definition

_____

_____

_____

Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

Name _____

Date _____

T-chart

Title/Topic: _____

Looks like:	**Sounds like:**	**Feels like:**

Name _____

Date _____

Venn diagram

Differences   Similarities   Differences

1.
2.
3.
4.
5.
6.
7.
8.
9.

Name _____

Date _____

P–M–I decision-making chart

Question: _____

Choice 1 _____

_____

Choice 2 _____

_____

Plus	**M**inus

Interesting
(Give reasons why)

Plus	**M**inus

Interesting
(Give reasons why)

My decision

_____
_____
_____
_____

What I have, What I need

What's my problem?

↓

What are my choices?
A.   B.   C.

↓

What choice would best meet my needs?

What resources do I have?
1.
2.
3.

What resources do I need?
1.
2.
3.

Step-by-step plan
1.
2.
3.

↓

How can I check my decision?

Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

Name _____

Date _____

K–W–L chart

K	W	L
*(List what you already **know** about the topic.)*	*(List questions about what you **want to know** about the topic.)*	*(Using your questions as a guide, write all the information you **learned**.)*

Name: _____   Date: _____

Choosing a service project

Identified Need: _____

1. List reasons this is an important need for the class to address.
   _____
   _____
   _____

2. What is one short-term project the class could do to address this need?
   _____
   _____
   _____

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)
   _____
   _____
   _____

4. What challenges or barriers might keep this project from being successful?
   _____
   _____
   _____

5. What are *two* long-term projects the class might carry out to address this need?
   _____
   _____
   _____

Name: _____   Date: _____

Making it happen

Service Project Plan

1. The need we will address: _____

   _____

2. A brief description of our project: _____

   _____

   _____

   _____

3. Our project goals: _____

   _____

   _____

   _____

   _____

4. Our committee: _____

   _____

   _____

   _____

Jobs to be done	Who will do them?	Timelines

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Name: _____   Date: _____

Reviewing the service learning project

Answer the following questions.

1. What skills did the class use to carry out this project?

    _____
    _____
    _____
    _____
    _____
    _____

2. What was accomplished through this project?

    _____
    _____
    _____
    _____
    _____
    _____

3. What can we do to improve our next project?

    _____
    _____
    _____
    _____
    _____
    _____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Name: _____ Date: _____

What is controversy?

Define controversy.

_____

_____

_____

_____

Describe three *causes* of controversy.

1. _____

2. _____

3. _____

Describe three possible *benefits* which can result from controversy.

1. _____

2. _____

3. _____

Describe three *dangers* which can result from controversy.

1. _____

2. _____

3. _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

Student activity master #12

Name: _____ Date: _____

What ... Me biased?

1. What is bias?_____

_____

2. What causes people to become biased?_____

_____

Think about this issue and answer the questions:

3. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.

   a. How do you feel about this decision?_____

   _____

   b. Do you skateboard and/or inline skate?_____

   c. Who do you think will *agree* with the community's decision and why?_____

   _____

   _____

   d. In what ways might these people be biased?_____

   _____

   _____

   e. Who do you think will *disagree* with the decision and why?_____

   _____

   _____

   f. In what ways might these people be biased?_____

   _____

   _____

   g. Can you identify any of your own biases in relation to this issue?_____

   _____

   _____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

Student activity master #13

Name: _____ Date: _____

Research record

Issue/topic: _____

Source: _____

_____

Important information: _____

_____

_____

_____

_____

_____

_____

_____

Biased (circle your answer)?   YES   NO

If yes, in which way(s)? _____

_____

_____

My thoughts:
(How does this information relate to the issue? Use the back of this sheet if you need to.)

_____

_____

_____

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.

Name: _____   Date: _____

Talking the talk—Guest speaker report

Issue: _____

Name of speaker: _____

Occupation: _____

Source of information (check one or both):
    Primary _____   Secondary _____

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
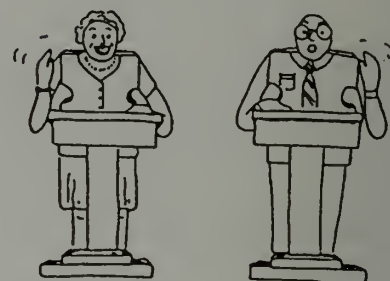
Space for drawing/illustrations:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 53–54.

Talking the talk—Guest speaker report (continued)

BIASED: In your opinion, is this speaker influenced by personal bias?
_____

Is the information based more on the speaker's opinion about the issue, or on facts?
_____
_____

How do you know?
_____
_____
_____
_____
_____

How has this information affected your opinion?
_____
_____
_____
_____
_____
_____
_____
_____

What is your position on this issue now and why?
_____
_____
_____
_____
_____
_____

Student activity master #15

Name: _____ Date: _____

Making a decision

Issue: _____

Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision on this option:		
My reasons for decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

Name: _____ Date: _____

Position paper—Here's what **I** think

Title: _____

After examining the different sides of this issue, I have decided that the best option at this time is:

_____

_____

_____

I consider my option to be the best choice because:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Planning to take action

What do you hope to achieve? _____

_____

What is your plan of action? _____

_____

_____

Can you stop or change your proposed action once it is started?_____

_____

_____

Examples of actions
- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, and other influential people

Brainstorm additional examples of actions:

_____

_____

_____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

Student activity master #18

Name: _____ Date: _____

Let's do it—Defining your actions

Issue: _____

My position: _____

_____

Action planning table					
Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

My chosen action: _____

_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

Name: _____ Date: _____

Did I make a difference?
Evaluating your actions

Issue: _____

What did I (we) do?	What were the results?

What could we do now?

What are the most important things I learned from this unit?

How could I use the new information and skills from this unit in the future?

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Name: _____   Date: _____

Rating scale

Partner work

	1 never	2 sometimes	3 usually	4 always

I cooperate with my partner by:

- smiling
- looking at them
- sitting quietly
- nodding
- saying words like, "Good idea"
- asking them questions
- saying thank you
- doing my share

Name: _____ Date: _____

Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 102.
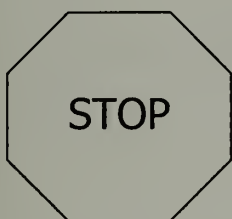
Name: _____   Date: _____

Use your decision-making steps

What do I need to make a decision about?
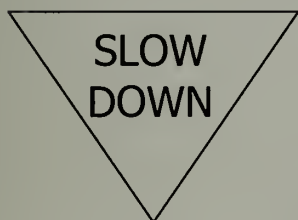
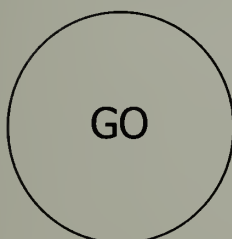1.   STOP   [ ]   or   [ ]

What do I need to think about?

2.   SLOW DOWN   [ ]

Choice (what I did)

3.   GO   [ ]

What did I learn?

4.   CHECK   [ ]
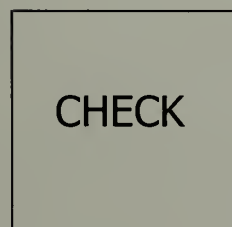
Name: _____   Date: _____

Rating scale

	1 never	2 sometimes	3 usually	4 always

I show respect for others:

- by smiling
- by looking at them
- by sitting quietly
- by nodding
- by saying words like, "Good idea"
- by asking them questions
- by saying thank you.

Decision-making tree
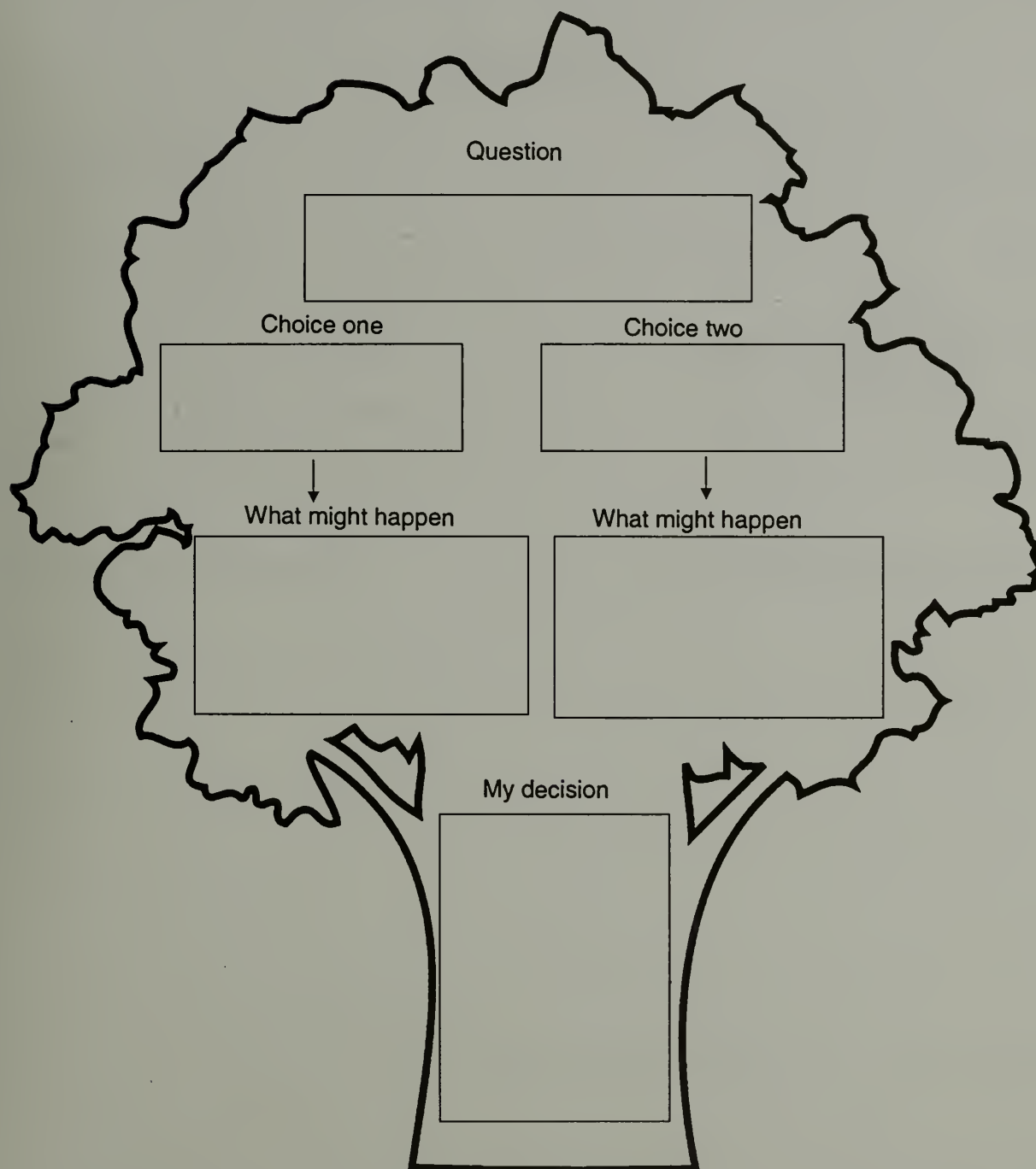
Question

Choice one

Choice two

What might happen

What might happen

My decision

From Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 12.

Name: _____   Date: _____

Goal sheet

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I make my goal? ☐ yes

☐ almost

☐ no

Name: _____   Date: _____

Effects of conflict

Conflicts make me feel
(circle your feelings):

disappointed   upset

rejected   sad

frustrated   frightened

surprised   ashamed

confused   depressed

worried   angry

Conflicts make other people feel:

disappointed   upset

rejected   sad

frustrated   frightened

surprised   ashamed

confused   depressed

worried   angry
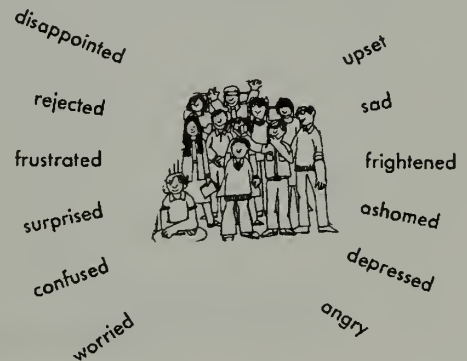
I have conflicts with other people
because I want

_____

_____

_____

Other people have conflicts with me because
they want

_____

_____

_____

To handle conflicts better, I can:

★ _____

_____

★ _____

_____

★ _____

_____

Name: _____   Date: _____

Rate your cooperation skills

Circle the number to show if you demonstrate this behaviour:
1 – none of the time
2 – some of the time
3 – most of the time
4 – all of the time

		None of the time	Some of the time	Most of the time	All of the time
A.	**Follow the rules**				
	• I follow the rules of the group.	1	2	3	4
B.	**Contribute**				
	• I help the group plan its activities.	1	2	3	4
	• I help others to achieve group goals.	1	2	3	4
C.	**Work cooperatively**				
	• I understand my job in the group.	1	2	3	4
	• I finish my job.	1	2	3	4
	• I help to avoid or settle disagreements.	1	2	3	4
	• I help the group stay on topic and finish its job.	1	2	3	4
D.	**Communicate**				
	• I share my ideas.	1	2	3	4
	• I support the opinions of others with facts.	1	2	3	4
	• I do not interrupt others.	1	2	3	4
	• I listen to the ideas of others.	1	2	3	4
	• I ask for information.	1	2	3	4
	• I thank others for their ideas.	1	2	3	4

Put a star (*) beside the one behaviour you want to do more of.

Adapted with permission from Barrie Bennett, Carol Rolheiser-Bennett and Laurie Stevahn, *Cooperative Learning: Where Heart Meets Mind* (Toronto, ON: Educational Connections, 1991), p. 140.

Name: _____   Date: _____

IDEA decision maker

Identify the problem

_____

_____

Describe possible solutions

A	B	C

Evaluate the potential consequences
of each solution

Act on the best solution

_____

How did your IDEA work?
(Evaluate your results.)

_____

_____

Name: _____   Date: _____

Goal-setting sheet

Is my goal—
Specific?   ❏
Measurable?   ❏
Action plan?   ❏
Realistic?   ❏
Timeline?   ❏
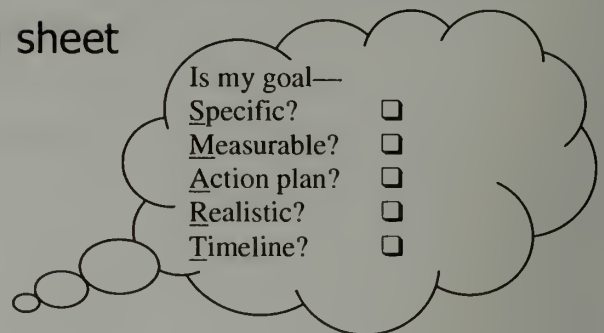
Goal   My goal is to _____

_____

Rationale   I chose this goal because _____

_____

_____

Action plan   To reach this goal I will _____

_____

_____

Measurement   How will I know if I am successful?

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1					
Week #2					

Evaluation   Did I make my goal? _____

_____

_____

What would I do differently in the future? _____

_____

_____

Adapted from Special Education Branch, Alberta Education, *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* (Edmonton, AB: Alberta Education, 1998), p. 52.

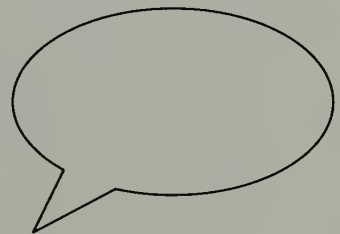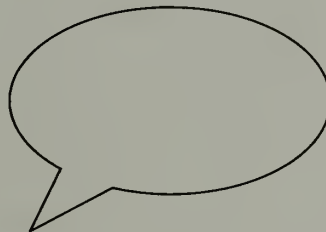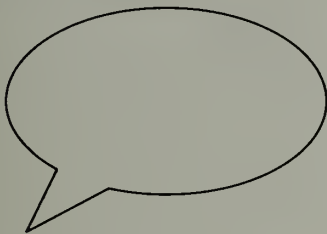Name: _____   Date: _____

How I contribute to group work

My role in this group is _____

_____ .

I do my job by:

● _____

● _____

● _____

I say things like:

The most challenging part of this job is _____ .

The best part of this job is _____ .

I would rate my performance in the role of _____

as _____ .

Name: _____   Date: _____

Goal planning: Start small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____

To reach this goal I will:	To reach this goal I will:	To reach this goal I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____
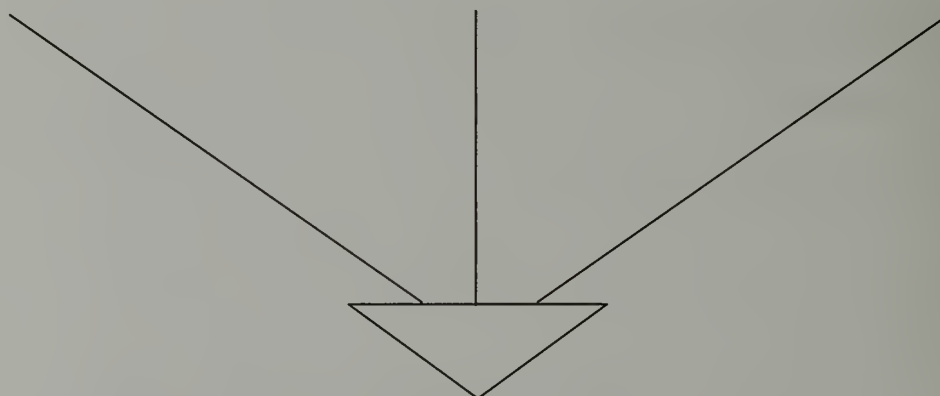
I will know I have reached my long-term goal when _____

_____

_____

Name: _____   Date: _____

How I can help my group

During group work, when someone:

☆ keeps interrupting, I feel _____

I can help make this situation better by _____

☆ argues, I feel _____

I can help make this situation better by _____

☆ puts down others, I feel _____

I can help make this situation better by _____

☆ complains, I feel _____

I can help make this situation better by _____

☆ fools around, I feel _____

I can help make this situation better by _____

☆ bosses others around, I feel _____

I can help make this situation better by _____

☆ doesn't listen to others, I feel _____

I can help make this situation better by _____

☆ is off-topic, I feel _____

I can help make this situation better by _____

☆ is very quiet, I feel _____

I can help make this situation better by _____

Name: _____   Date: _____

What can affect your goals?

Personal commitment

Personal habits

Goal

_____

_____

_____

Support of others

Personal resources (including skills)

Name _____

Date _____
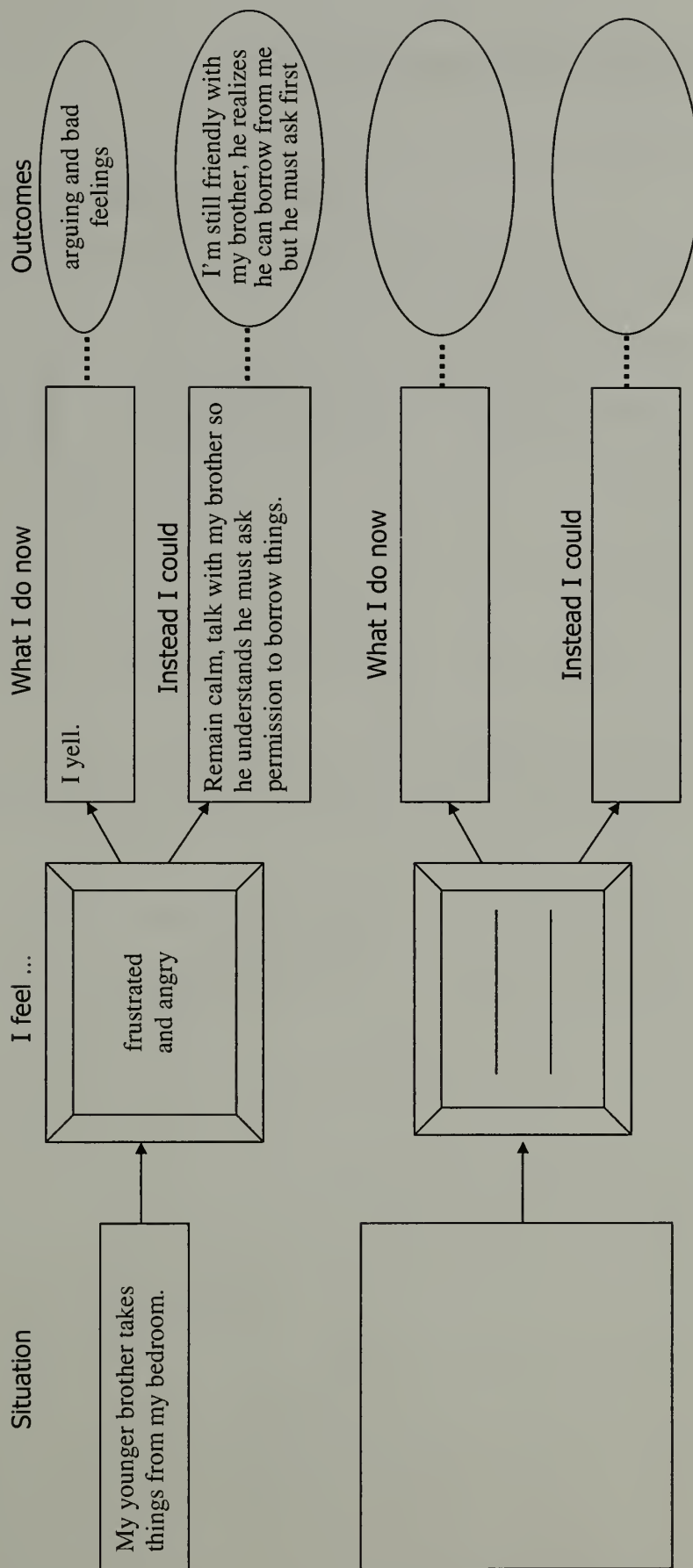
Choose your reaction

Two kinds of situations I manage successfully are:

1. _____

2. _____

Two kinds of situations I would like to manage better are:

1. _____

2. _____

Use the following flowchart to outline the type of situation you would like to manage better. A sample is done for you.

Situation	I feel …	What I do now	Outcomes

Situation

My younger brother takes things from my bedroom.

I feel …

frustrated and angry

What I do now

I yell.

Instead I could

Remain calm, talk with my brother so he understands he must ask permission to borrow things.

Outcomes

arguing and bad feelings

I'm still friendly with my brother, he realizes he can borrow from me but he must ask first

What I do now

Instead I could

Name: _____   Date: _____

How do I express myself?

Check the statements that describe how you express the following feelings. Use the lines to list other ways you might react.

When I feel angry, I:
☐ talk about it to a friend   ☐ shout or scream   ☐ _____
☐ break something   ☐ go for a jog   ☐ _____
☐ pretend not to be   ☐ take deep breaths   ☐ _____
☐ sulk

When I feel sad, I:
☐ talk about it   ☐ go off alone   ☐ _____
☐ cry   ☐ hide the feeling   ☐ _____
☐ tell myself I'm silly   ☐ find something to do ☐ _____

When I'm afraid, I:
☐ tell myself I'm silly   ☐ talk about it   ☐ _____
☐ try not to be   ☐ cry   ☐ _____

When I feel bored, I:
☐ bug someone   ☐ hide the feeling   ☐ _____
☐ complain   ☐ talk about it   ☐ _____
☐ blame other people   ☐ do something useful ☐ _____

Put a star beside your best strategies for handling each of those feelings.

How I recognize my feelings

I know I'm feeling angry by _____.

I know I'm feeling sad by _____.

I know I'm feeling frightened by _____.

Choosing a place and time

Safe places to express my feelings   Safe times to express my feelings
● _____   ● _____
● _____   ● _____
● _____   ● _____

Barriers to communication

Add two more communication barriers to this list.

Types of communication barriers	To overcome these barriers …		
	I can think	I can say	I can do
Put downs (criticizes, hurts others' feelings)			
Interpreting (makes judgements about what others say and do)			
Talking "me me" (talks only about himself or herself all the time, shows no interest in others)			
Advising (tells people what to do and how to do it, thinks "I know best")			
Interrupting (shows lack of respect for others by cutting in when they are speaking)			

Name: _____   Date: _____

Consider the alternatives

Decision-making situation or conflict to be resolved: _____

_____

_____

1 Option: _____ → Possible consequences: _____

_____   _____

_____   _____

2 Option: _____ → Possible consequences: _____

_____   _____

_____   _____

3 Option: _____ → Possible consequences: _____

_____   _____

_____   _____

4 Option: _____ → Possible consequences: _____

_____   _____

_____   _____

Name: _____   Date: _____

Influences on decision making

Family   Peers

Decision to be made

_____

_____

_____

Values   Cultural beliefs
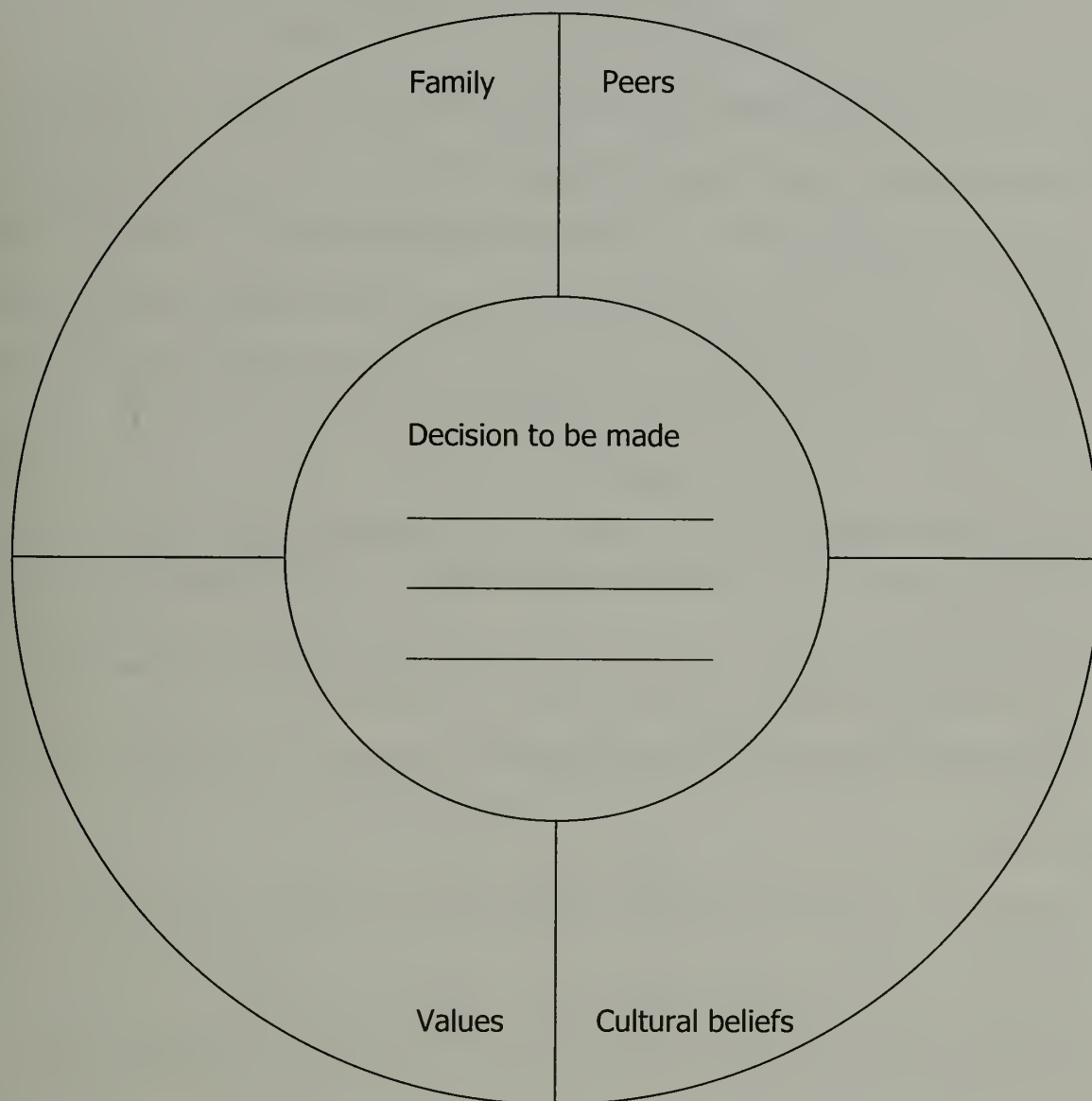
Questions you need to ask to help you make this decision.

_____   _____

_____   _____

_____   _____

_____   _____

Name: _____   Date: _____

Make room for males

In each section, circle the statement that most closely matches your attitude.

Learning about fetal alcohol spectrum disorder (FASD)

- Girls and women are the only ones who need to learn about the possible effects of drinking alcohol during pregnancy.

- Young men and women should learn about FASD because they could someday be parents.

- Because FASD can affect everyone, not just babies and their families, everyone should know about how alcohol can affect the developing fetus.

Decisions about drinking during pregnancy

- If a pregnant woman decides to drink, there's nothing her partner can do about it.

- A man concerned about his pregnant partner's drinking should take charge and prevent her from drinking.

- Support and encouragement is the most effective way a man can help a pregnant woman avoid alcohol.

- Both a man and a woman should think about their alcohol use before they plan or risk a pregnancy.

Dad's drinking

- Since there is no firm proof that a man's drinking affects his unborn child, it's okay for him to drink.

- It's okay for a man to drink as long as he tells his partner not to drink.

- The best support a man can offer a pregnant woman who's having a hard time avoiding alcohol is to not drink himself.

- Since alcohol can damage sperm (although it is not known if this causes birth defects), a man should be concerned about this when planning a pregnancy.

Adapted from James Ottney, *Fetal Alcohol Syndrome Facts and Choices: A Guide for Teachers*, 2nd edition (Madison, WI: Wisconsin Clearinghouse for Prevention Resources, University of Wisconsin, 1991). Adapted with permission from the Wisconsin Clearinghouse for Prevention Resources.

Name: _____   Date: _____

Facts and myths about suicide

Think about each of the following statements and circle Fact (F) or Myth (M).

F   M   1. People who talk about their suicidal thoughts are unlikely to attempt suicide.

F   M   2. The rate of suicide is higher among the poor.

F   M   3. Most suicides take place with little or no warning.

F   M   4. It is best not to discuss suicide with someone you think might be at risk, because you may be giving him or her the idea.

F   M   5. It is easy to understand someone's motives for suicide.

F   M   6. Once a person has attempted suicide, he or she has eliminated the idea from his or her system and will be at lower risk.

F   M   7. A suicidal person clearly wants to die.

F   M   8. There is a strong relationship between alcohol, drugs and suicide.

F   M   9. If a person has been depressed and suddenly seems to be in an improved frame of mind, the risk of suicide decreases.

F   M   10. On average, women are more likely to attempt suicide than men.

F   M   11. Even though the reasons for specific suicides may vary, loss plays a major role in many suicides.

F   M   12. Hopelessness and helplessness are commonly expressed feelings prior to suicide attempts.

F   M   13. If you promise to keep a friend's suicidal thoughts a secret, you should always keep that promise.

Name: _____   Date: _____

Your skills and volunteering

Volunteering is a great way to practise the skills you have and gain new skills that could be useful in getting work in the future. Stop a minute and take inventory of the skills you have. Chances are, you have more than you think you do.

First there are the **technical skills** that allow you to do special jobs not everyone can do. For example, play a guitar, speak Spanish or give First Aid. What special skills do you have that make you unique?

_____

_____

_____

_____

Personal skills help you to handle day-to-day living. These include things like your habits and attitudes. For example, one person may be known for his or her sense of humour and flexibility, another for always being on time, and yet another for being willing to learn new things.

What habits or attitudes do you have that would be useful in a job?

_____

_____

_____

_____

You also have many skills that are **transferable**. You learn them in one situation, but they can be equally useful somewhere else. For example, leadership skills gained while volunteering as a day camp leader might come in handy in a job as a teacher's assistant. Likewise, cash handling skills learned while volunteering at fund-raising events would be useful when applying for work as a cashier in a restaurant.

What transferable skills do you have that might help you in a future job?

_____

_____

_____

_____

Name: _____   Date: _____

What I believe about volunteering

Volunteerism means _____
_____

The personal skills I have that would make me a good volunteer are _____
_____
_____

Three volunteer opportunities in my community that I'd like to try are
_____
_____
_____

These would be a good match for my skills and interests because _____
_____
_____
_____

Providing service to others in the community is important because _____
_____
_____
_____

Name: _____   Date: _____

Refining your goal

Personal goal
for learning
and career path

How has this goal changed over the last two years?

- _____
- _____
- _____

If you feel like your goal hasn't changed … think about what new things you've learned about what you need to do to reach your goal.

Why has your goal changed?

☐ new information
☐ interests changed
☐ discovered new strength or talent

☐ influence of another person
☐ paid or unpaid work experience
☐ other _____

Minimal education/training needed
for your career goal:

_____

_____

_____

What steps do you need to take to reach your career goal?

- _____
- _____
- _____
- _____
- _____

High school courses and minimum marks
needed to be eligible for these post-
secondary training opportunities:

_____

_____

_____

_____

Name: _____   Date: _____

Paying for post-secondary education

	Plus	Minus	Interesting
Savings			
Family			
Jobs			
Government loans			
Government grants			
Scholarships and bursaries			
Co-op/Apprenticeships/ Applied programs			
Bank loans			
Other			

For more information on learner assistance go to www.alis.gov.ab.ca.

Name: _____   Date: _____

Financial goals

Career
goal

┌─────────────────┐   Educational
│   │   goal
│   │   →   ┌─────────────────┐   Financial
│   │   │   │   goal
│   │   │   │   →   ┌─────────────────┐
└─────────────────┘   │   │   │   │
                           └─────────────────┘   │   │
                           to reach your   │   │
                           career goal   └─────────────────┘
                                                      to reach your
                                                      educational goal

                                                              ↓

                                                      How much money will
                                                      you need per year?

Action Plan to meet financial goal   _____

What you can do now—   ↓

• _____   How many years?

• _____

• _____   _____

What you can do during your post-secondary   Resources
training—
                                                      Where can you find out more information
• _____   about planning and saving for your post-
                                                      secondary education?
• _____
                                                      • _____
• _____
                                                      • _____

                                                      • _____

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Name: _____   Date: _____

Meeting evaluation

Meeting name: _____

Meeting date: _____

Goal of meeting: _____

Check the rating that best describes how effectively our group works together.

	Low Effectiveness			High Effectiveness	
	1	2	3	4	5
How effectively did we use group members' ideas?					
Did we work effectively together?					
How well did we use our time?					
Did we have clear goals?					
How well did we complete tasks?					
How well did we resolve conflicts?					
What can be done to improve our working together?					

Name of observer _____

Name: _____   Date: _____

Choices for learning

Topic _____

Collect and display facts or ideas that are important to you.	**Teach** a lesson about your topic to our class. Include at least one visual aid.	**Compare** two things from your study. Look for ways they are alike and ways they are different.
Videotape or make an audiotape of a public service message about your topic.	**Graph** some part of your study to show how many or how few.	**Demonstrate** something to show what you have learned.
Survey others to learn their opinions and feelings about some fact, idea or feature of your study.	**Dramatize** something to show what you have learned.	**Forecast** how your topic will change in the next 10 years.

I choose activities _____

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature _____   Date _____

We hope this *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* is helpful to you in your classroom. Please indicate your agreement with the following statements about this teaching resource.

Please return this page to:
Alberta Learning,
Learning and Teaching
Resources Branch,
5th Floor, West Devonian Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Fax: 780–422–0576

This guide contains relevant information that I can use for planning and implementing the Kindergarten to Grade 9 Health and Life Skills Program of Studies.

O strongly agree   O agree   O disagree   O strongly disagree

COMMENTS

_____

_____

_____

This guide is well-organized and easy to read and use.

O strongly agree   O agree   O disagree   O strongly disagree

COMMENTS

_____

_____

_____

The information, strategies and learning activities in this guide are instructionally sound and represent best teaching practices.

O strongly agree   O agree   O disagree   O strongly disagree

COMMENTS

_____

_____

_____

The information in this guide enhanced my understanding of the philosophy, goals and learner outcomes of the Kindergarten to Grade 9 Health and Life Skills Program of Studies.

O strongly agree   O agree   O disagree   O strongly disagree

COMMENTS

_____

_____

_____

We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS

_____

_____

_____

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